

Madras

Journal of Education,

New Series.

Vol. I.] OCTOBER 1887. [No. 10.

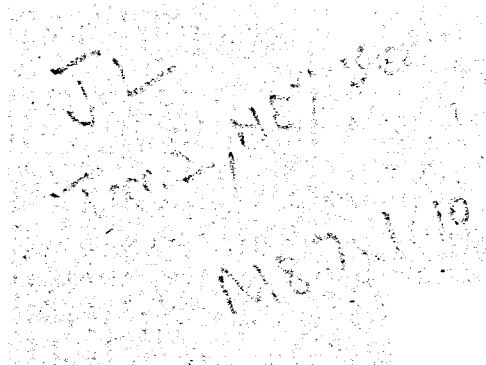
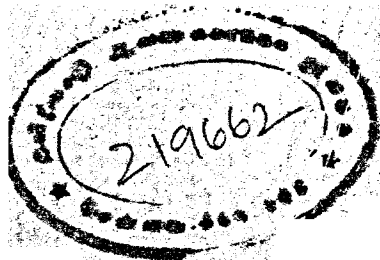
CONTENTS:

	Page.
I. PROPOSED NEW "HIGH SCHOOL EXAMINATION".....	385
II. THE COLLEGE OF AGRICULTURE.....	395
III. NEWS AND NOTES.....	402
IV. REVIEWS AND NOTICES OF BOOKS.....	407
V. OUR OBSERVER:—New High School Examination —Fear-Killing—Bad English—The Judicious Poet.....	410
VI. CORRESPONDENCE :—Appointment of University Examiners.....	414
VII. PROPOSED "HIGH SCHOOL EXAMINATION":—Gov- ernment Order thereon.....	417
VIII. HIGHER EXAMINATION IN COMMERCE.....	424
IX. SUPERINTENDENCE OF INDIAN STUDENTS IN ENG- LAND.....	428
X. EDUCATIONAL NOTIFICATIONS :—Gazette Appoint- ments—Deputy Inspector's Tests—Handwriting Test—Latin Text for the Middle School Exam- ination.....	431

MADRAS:

Journal of Education Office, 188, Mount Road.

1887.



MADRAS JOURNAL OF EDUCATION, NEW SERIES.

This well-known Journal is now under the editorship of a European graduate of great experience as an educationist.

The subscription has been fixed at a low rate, because it is intended that in all cases subscriptions shall be payable *strictly in advance*.

RATES OF SUBSCRIPTION:

HALF-YEAR.	YEARLY.
In Madras 2 0 0 } in	In Madras 3 8 0 } in
In the Mofussil 2 8 0 } advance	In the Mofussil 4 0 0 } advance
Single Copies Six Annas Each.	

ADVERTISEMENT RATES:

Contract advertisements will be accepted at the following rates:—

One page per year	...	...	...	Rs. 50
Half "	"	"	"	" 35
Quarter "	"	"	"	" 20
Back of cover,	...	...	...	" 75

Casual advertisements will be charged as follows:—

One page per insertion	...	...	...	Rs. 10
Half page "	"	"	"	" 6
Quarter "	"	"	"	" 3-8

10% discount for cash with order.

All communications regarding advertisements and on other matters of business, should be addressed to Messrs. ADDISON & Co.,

Publishers, "Madras Journal of Education,"

158, Mount Road, Madras.

All letters and literary communications should be addressed to

The Editor, "Madras Journal of Education,"

158, Mount Road, Madras.

The copyright books previously brought out as 'Supplements' to the *Journal of Education* will hereafter appear, in connection with the *Journal*, as the 'Addison Press Series.'

NOW READY.

ADDISON PRESS SERIES.

FULL NOTES ON LORD TENNYSON'S

AYLMER'S FIELD.

WITH QUESTIONS FOR EXAMINATION.

SECOND EDITION.

Price 12 As.

EARLY APPLICATION should be made for copies,

as the number of the edition is limited.

'JOURNAL OF EDUCATION' OFFICE, 188, MOUNT ROAD, MADRAS.

Madras

Journal of Education.

New Series.

Vol. I.]

OCTOBER 1887.

[No. 10.]

Proposed New "High School Examination."

THE Madras Educational Department is likely to make 'a new departure' in connexion with High School Education, the effect of which will be to materially alter the whole aspect of the present system, and which consequently merits the careful attention of all Managers and Masters of High Schools. In G. O., No. 458, of 24th August last, to be found at p. 423 of this issue, the Government of Madras has accorded its sanction to the elaboration by the Director of Public Instruction of a draft scheme submitted by him for the establishment of a new public examination to be called the "High School Examination." Its professed objects are the following:—

1. To give effect to the wishes of the Government of India for the bifurcation of general education after the Middle School Standard, according to the system now prevailing in English Public Schools—one branch to prepare students for the University, and the other for a commercial or industrial career.

2. To relieve the University Matriculation Examination of a large proportion of its candidates who have no other aim than merely to qualify for admission to certain branches of the Public Service.

3. To substitute an Examination which shall, especially in the Language Tests, be of more practical value than the present Matriculation, and which shall take the place of some of the present Lower Grade Special Tests.

4. To render the selection of the Optional Technical Branches for the Middle School of importance for the subsequent High School course, which they are not at present, with the result that few take them up.

The Resolution of the Government of India is based on a strong recommendation by the Education Commission (paras. 258 and 259 of their Report) that such an Examination should be instituted, and that, to insure its success, it should be accepted as a sufficient test of fitness for the Public Service. The Director of Public Instruction proposes that the Government of Madras should go much beyond this, and "de-promote" the Matriculation Examination from being, as it now is, the qualifying test for certain classes of appointments in the Public Service.

We quite agree with the Director that it is time that something were done to stem the tide of mediocre students that flood our F. A. and B. A. classes, and to divert them from the more purely literary, speculative, and theoretical courses of our present University Education towards the work-a-day business of the world, which the great majority in every nation must pursue. In Great Britain, and in Europe generally, there are two professions that annually absorb a very large proportion of University men, which in India have no appreciable effect in this direction; these are the *Church* and *Medicine*. Many are also drafted into the professions of Engineering, and Architecture, into the manifold scientific industries of a European civilization, and last, but by no means least, into the profession of Literature—including the Newspaper Press, the Magazines, and

Literature generally. It will probably take generations before our Indian graduates are required in anything like such numbers for these last named professions; and it follows that the main channels left to drain off our University men here are *The Law, the Scholastic Profession, and the Public Service*. No doubt year by year increasing numbers will flow towards Medicine, Engineering, and the various industries that demand for their superintendence and development the scientific education which our higher University course is now fairly well fitted to secure; but with all that, there can be no doubt that the crowd that now rushes to enter the doors of our University has reached the limit which it is at all desirable to see.

On reading over the Director's proposal, the question at once suggests itself to us—why cannot the Matriculation machinery of the University be modified so as to gear with that of the Middle School Examination, and render the construction of a new, costly, intricate and probably unworkable examination engine unnecessary?

The Director says in his letter to Government (No. O. 179, of 4th July)—“I still believe, if the Matriculation Examination were arranged on thoroughly satisfactory lines, and if the encouragements noted above were afforded, that this course would have been most expedient for the general interests of the country:” but then he adds “it is very improbable that the University would ever assent to a scheme of entrance examination which would render unnecessary the scheme now proposed.”

This is a remarkable statement coming as it does from one of the members of the governing body of the University; and this belief—based probably on the recollection of the wearying and worrying debates in the Senate a few years ago, before the mild schemes for bifurcation of the Science Examinations for the B.A. and M.A. degrees could be extorted from the fathers of the University—challenges the truth of the adage that ‘in the multitude of counsellors there is wisdom.’

210.6692

In fact we cannot quite understand the position taken up by the Director or by the Government. It seems to us that if the University was called into existence by a breath from the nostrils of the Imperial Government, surely another breath from the same supreme source might direct the University to modify its entrance test, so as to suit the views that the Government now entertains about the educational needs of the country. It seems to us that if the Government is really persuaded that the needs of the country are not met by the present Matriculation Examination, then the sooner that examination is adjusted to these needs the better. The Indian Universities were in the first place established that the children of the soil should, by a superior culture, be better fitted for the service of the State; and in the second place that a knowledge of the various arts and sciences of the West should be brought within reach of as many here as possible; the Supreme Government being convinced that thus only could the vast material and industrial resources of this nation be developed. The general moral elevation of the people would follow as a matter of course, or rather would be concomitant with the culture imparted primarily for material ends; it has been so in the West, and it will be so in the East. If then, by express declaration of the Supreme Government, the University exists specially for these two material ends, it seems inexplicable that its course should be declared by the Director of Public Instruction to be at variance with the purpose for which it was instituted. If this is so, it is surely for the Government to inquire whether the University has not fallen too largely under the direction of those whose views of its functions are not in harmony with its own; and to take steps at once to remedy this unsatisfactory condition of things.

The pre-collegiate course of our High Schools is of necessity shaped by the University Entrance Examination; and the Director explicitly asserts that this pre-collegiate course is far from suited to the commercial and industrial needs of

the country and to the requirements of subordinate and intermediate Government service. We do not dispute that our present High School course has too little of the practically useful about it; that it is too literary and bookish; and that as a necessary result it lays the foundation of that system of *exam* which is the great stigma on our Indian education. But we do think the Director should have proved to demonstration that our University Entrance Test could not or would not be adjusted so as to be more continuous with that of the Middle School than it is at present. We do think that if the Government should intimate to the University the necessity or even the desirability of adapting its Entrance Examination to a bifurcation of High School education on some such lines as those here proposed by the Director, the proposal would receive from the Fellows of the University the most thorough and thoughtful consideration; and we do think that the discussion of the details of the proposed changes in the open Senate would be likely to lead to a more satisfactory curriculum on the whole than any that is likely to emanate from a small committee such as that named by the Director.

Taking, as we do, this view of the matter, we cannot be expected to enter on any minute discussion of the details of the scheme as set forth by the Director. All that we shall do is to indicate in a general way any *prima facie* objections and difficulties, or grounds of approval that occur to us. The examination proposed is to have, like that for the B.A. Degree, a compulsory and an optional group of subjects. The compulsory group will include, (i) ENGLISH, but tested to a higher standard and in a more thorough and practical way than in the University Matriculation.

We frankly admit that there is some ground for complaint with the Matriculation English test. A first-class Matriculate, or even F.A. for that matter, is by no means above misspelling even fairly common English words. We frankly admit that, in reading, little or no attention is paid to pauses, accents

or pronunciation by native boys, so that very often an F.A. or even a B.A. reading aloud an unknown English passage may very easily be supposed by an Englishman to be reading some unknown Vernacular. The Director is persuaded that a *vivâ voce* test is necessary; but we fail to see the possibility of conducting such a test with numbers even half of what now appear for Matriculation. Lastly, the Director holds that for the Public Service a fairly well-paid clerk should be able to compose *with ease and correctness*. No doubt this were a consummation of our teaching devoutly to be wished. But even B.A.'s would fail in such a test if it were at all strictly conducted. Further to expect that a mere Matriculate should be fit for even elementary *Precis*-writing is, in our opinion, unreasonable; and we believe most practical teachers will agree with us.

On the other hand we are surprised that the Director should retain as of any practical value for an English test the time-honored fiasco called "paraphrase." Prof. Bain in his 'Teaching of English' doubts the utility of an English boy paraphrasing into bald prose a piece of poetry whose whole beauty and difficulty lie in its artistic setting. In our opinion not one out of a hundred paraphrases is worth reading. The most successful attempts, at all events by Matriculates, are miserably mechanical—little more than turning the poetry into prose order and substituting some dictionary synonyms for the longer words, the resultant effect of the whole being to butcher a beautiful creation of art, to produce a mosaic of words and phrases all the more grotesque the more it is altered from the original. On the whole, while readily admitting that our English Matriculation test might be easily improved, we fail to see how a gigantic *vivâ voce* examination could be satisfactorily conducted, and we hold that the standard expected by the Director is beyond the capabilities of boys of the average Matriculation age.

The compulsory group will include, (ii) a test in a SECOND LANGUAGE. This ought also no doubt to be stricter than it

is, for the purposes referred to by the Director, but it would bear uncommonly hard on the European and Eurasian schools to insist on their boys taking a Vernacular to the same high standard as a native, while Latin is also retained, as we certainly think it ought to be.

The compulsory group will include, (iii) MATHEMATICS—*viz.*, Arithmetic of a more practical kind than is usual in the University tests, Algebra to Simple Equations, Practical Geometry, Elementary Mensuration, and Elementary Plan-drawing.

While admitting that the present Matriculation test is not by any means so satisfactory as it might be, we are decidedly of opinion that the addition of the three last subjects is the proverbial last straw. These should come, if they come into the scheme at all, as optional subjects, unless the Practical Geometry and Mensuration are to be the merest beggarly elements, and unworthy of the name.

The compulsory group will include, (iv) Geography and History both with special reference to the British Empire and India. There is nothing very different from the Matriculation standard here, and it calls for no remark.

The High School Examination will further comprise any three out of a list of no less than 30 optional branches. The Director begins his letter to Government by saying that he is giving effect to the wishes of the Government of India for the division of general education after the Middle School Examination into two branches "according to the system prevailing in the Public Schools of England." We should like to be assured whether in all the Public Schools of England and Scotland taken together—of the same standard as our High Schools—an array of one half this number of optional subjects can be displayed. It certainly exceeds the whole list of subjects in which examinations are held even by the Science and Art Department at S. Kensington. While we decidedly object to this part of the scheme as far too all-embracing, we are no less surprised at its incompleteness. The subject of *Botany*—perhaps the most go-

suited to the capabilities of a High School, and one of the easiest to teach—is conspicuous by its absence : while no knowledge of *physical subjects* seems to the Director to be of any value, though this is usually supposed to be the most fundamental of all the natural sciences.

In connection with these optional subjects, the difficulties seem to us to be mainly three, but it must be confessed they are so serious as to almost challenge the possibility of this scheme as a whole.

1st.—There are not and there cannot be for many years available teachers for more than half of the optional subjects specified. We all know the great difficulty in connection with the two practical subjects of Physics and Chemistry in the present High School course ; and this difficulty will be increased thirty-fold. If any one of the optional subjects is such that any teacher has only to read over the class book before appearing to explain it in his class, it is unworthy of the name of a technical or practical subject. No doubt several of the subjects here laid down, so far as they could be taught in a school, approach to this, *e. g.*, agriculture, animal physiology, hygiene, physical geography, and some others. But it is to be presumed that no one would be recognized as a teacher of any of these subjects unless he had qualified by attending a regular course on that subject in some recognized institution. Such institutions for the training of teachers in all or in half those optional subjects do not exist, and will not for many years to come.

2nd.—There is the money difficulty in providing competent teachers, even if they were available. This would be so great that without a large increase in the shape of grants we do not believe it is possible, except in one or two schools here and there. Whereas the preamble of the Director's letter assumes that this bifurcation of studies is to be the normal thing in every High School.

3rd.—The last, but most potent difficulty of all, as it strikes us, is that boys of average Matriculation age are not

mentally capable, as a rule, of acquiring any really useful practical knowledge, and in a school class, of the great majority of the optional subjects laid down by the Director. Witness how difficult it is to get them to take in, even with the best experimental teaching, the comparatively easy fundamental facts of physics and chemistry. Here is a list of subjects of which, in our opinion, boys at this age are incapable of assimilating more than the merest smattering, disguise the teaching by any name we may :—

- | | |
|--|--------------------------------------|
| 4. Building-materials and Construction. | 14. Animal Physiology. |
| 5. Plan-drawing from Specifications and Estimate-making. | 15. General Biology. |
| 6. Surveying and Levelling. | 16. Veterinary Surgery and Medicine. |
| 7. Earthwork. | 17. Forestry. |
| 8. Bridge-building. | 18. Hygiene. |
| 10. Organic Chemistry. | 23. Architecture. |
| 11. Geology. | 26. Elementary Practical Astronomy. |
| 12. Physiography. | 28. Fire, Life and Marine Insurance. |

We are not, however, to be understood as condemning the bifurcation of High School teaching *in toto*. We advocate its being inaugurated, at all events on a moderate scale. We would limit the number of subjects to the following :—

- | | |
|-------------------------|---|
| 1. Mathematics. | 8. Wood and Copper-plate Etching and Engraving. |
| 2. Practical Geometry. | 9. Printing and Proof-correcting. |
| 3. Mensuration. | 10. Botany. |
| 4. Inorganic Chemistry. | 11. Book-keeping. |
| 5. Physics. | 12. Phonography. |
| 6. Drawing. | 13. Commercial Correspondence. |
| 7. Modelling. | |

With this comparatively small selection we fancy most in Heads of High Schools would be satisfied ; and even ⁱⁿ these we are not over-sanguine as to the ultimate ^{any} and go

value of the teaching results. We are not at all sure that in the eager haste of the present day to plant old heads on young shoulders, there is not a very considerable danger of rushing to the opposite extreme of the modest three R's of our fathers, which, applied with diligence by the growing youth, worked wonders in every commercial or industrial another line of life.

On the whole we have no hesitation in saying that it will be a most serious mistake if such a proposal as that of the Director of Public Instruction, fraught in our belief with possibilities of great injury to the University, is sanctioned by Government without the most careful deliberation.

The University considers a year or two's notice of even a trifling change necessary for the information of schools and school-masters; and to rush precipitately forward with such a radical change as our High Schools have not seen during a whole generation, is surely to court confusion and disaster. The scheme needs, in our view, very considerable alterations before it can be finally accepted; and its autocratic imposition without consulting the united educational opinion of the Presidency will surely not be dreamt of by Government.

Apart from all consideration of the standard proposed, the first thing to be seriously weighed is the desirability of divorcing a third or even a half of the Terminal Examination of our High School course from the control of the University, which we suppose even the Director of Public Instruction will allow should contain those best qualified to decide on the merits and the limits of the proposed High School changes.

The College of Agriculture, Saidapet.

About half a century ago, the low and ever falling price of agricultural produce in Great Britain, coupled with the evident fact that British farmers were very far from obtaining the maximum profit from the soil, led landlords and tenants alike to look for a remedy from the evils which threatened to engulf them in a common ruin. Various proposals were put forward in order to remedy this state of affairs: among them, the one which found the greatest favour was, that the class that regulated the cultivation of the land should be educated in a thoroughly practical and scientific manner, so as to enable it—in the words of Sir John Lawes—to “carry on agriculture as a profession.”

The first effort to put this proposal into practice was the foundation by a body of landlords of the Agricultural College at Cirencester. During its first years, the history of that institution was one of failure, owing chiefly to the inexperience of its founders. However, after several reorganizations, the Cirencester College has at last been placed on a proper footing, and its consequent good work has been generally recognised.

Causes similar to those which led to the establishment of the Agricultural College at Cirencester brought about the existence of the College of Agriculture at Saidapet.

Some twenty years ago, it dawned on the authorities that the agriculture of this Presidency was not only capable of improvement, but also urgently needed it. The same systems of farming, (if we may use the word “farming” to indicate the procedure of the average ryot in cultivating his land,) which were in vogue centuries ago—and which doubtless were then suited to the circumstances of the country—were being practiced after two hundred years of civilized rule, and under the altered conditions which it brought about. The best land had long ago been taken into cultivation, and the ever-increasing agricultural population had either to rely for a livelihood on the produce of their infertile fields, rendered more so by their primitive methods of cultivation, or to abandon their hereditary calling altogether.

The Government of Madras, with a view to remedying this serious state of affairs, in 1868 organized an experimental farm at Saidapet, and appointed Mr. W. R. Robertson superintendent. Experiments were made on different crops, improved implements were imported and used, and new systems given a trial.

The results were collected, and from time to time submitted to Government. It was however patent to all, that the information thus derived did not reach the very class for whom in benefit it was intended—the authorities having apparently overlooked the fact that the ryot was not addicted to reading and go

reports, however ably these were written, and however useful was the information they contained. Eight years after the first organization of this Farm, the Government of Madras made their first attempt at agricultural education, and instituted the "School of Agriculture" in connection with the Farm, with Mr. Robertson as its first Principal. In November 1877 the first batch of students assembled, to the number of about thirty, and a small plain brick building (now the Granary and Implement Museum of the Farm) did duty as the "School." The "School," like the Farm, was under the direction of the Board of Revenue.

As might be imagined, the instruction at first was of a very limited description. Gradually new subjects were added to the curriculum and additional lecturers (chiefly paid by the lecture, and not permanently attached to the College) appointed.

In a few years the school had outgrown the accommodation provided, and it was accordingly moved to a thatched shed which was located on the site of the present building. In December, 1881, the lower story of the present building was completed and opened by the then Governor of Madras. The Agricultural College, as the school was now called, occupied its permanent residence shortly after the opening ceremony. A small chemical laboratory with some apparatus was also provided. A further move in the right direction was about this time made by the transfer of the Agricultural College from the control of the Board of Revenue to that of the Director of Public Instruction.

In March 1886 the new Technical Scheme, (or Higher Examination in Science, Art and Industries, as it is officially called,) which was inaugurated by Mr. Grigg, the Director of Public Instruction, was set on foot in the Madras Presidency, and the Agricultural College—or to give it its new title, the College of Agriculture—was the institution where this new scheme, as far as it related to agriculture, was introduced. For this purpose the College was reorganized in July 1886. The lecturers, who were paid by the lecture, were abolished and a permanent staff appointed.

In order to understand the complete revolution which the new Technical Scheme brought about at the College of Agriculture, it will be necessary to briefly glance at the nature of the curriculum and of the examinations previous to the introduction of the scheme.

Under the old organization of the College, the lectures were delivered according to syllabuses drawn up more or less by the lecturers themselves, and the whole course of studies was devised by the staff. This plan was always open to the objection that it took of the one adopted in private schools, and was quite out of place at a large public college. The examinations in the

various subjects were conducted by the lecturers in those subjects—a system which has always had but few defenders. On the results of these examinations, certificates were granted, but taking into consideration the system of examination it is not surprising that the public has not set a very high value on the possession of such certificates.

Fortunately for the College, as well as for Agricultural education generally, Mr. Grigg's scheme has altogether removed the causes which led to the depreciated value of the College certificate. Under the new Technical Scheme, all the syllabuses have been carefully drawn up by committees of gentlemen whose names are well known in the Presidency. Those of the syllabuses which should be included in the College curriculum have also been decided on by a large Committee similarly constituted. The objection to the private-school nature of the College curriculum has therefore been removed. The new syllabuses themselves are drawn up with a view to bringing about a high standard of scientific education, and it is to be noted with pleasure that the practical work prescribed for those subjects, in which practical examinations are usually held, has been very largely extended.

The examinations are now conducted by Boards of Examiners, composed of gentlemen who are in no way connected with the College, and selected by the Commissioner for the U. C. S. Examinations.

The College grants no certificates, but "Group Certificates" and "Diplomas" are awarded by the Commissioner; these will be mentioned later on.

The full course of studies at the College extends over three years, and is divided into three sessions, each lasting from the 1st September of one year till the 1st July of the next; the summer vacation is in July and August.

During the first session the following subjects are lectured on, viz.:—

- Agriculture (preliminary.)
- Inorganic Chemistry (preliminary.)
- Animal Physiology (first stage.)
- Botany.
- Mathematics (preliminary.)
- Mensuration.
- Physiography.

During the whole session students are taken on to the farm three or four times a week for an hour or hour-and-a-half at a time, and taught ploughing, harrowing, drilling, etc., and instructed in farm matters generally. Once a week they go in two batches, each batch for two hours, into the chemical laboratory and go

through the full course of practical work as prescribed. By their going in two batches the lecturer is able to give personal attention to individual students, and thus prepare them for the trying ordeal of a public examination. The practical work in Animal Physiology is similarly conducted. At the end of the 1st session, *i. e.*, at the end of June, the public examination (Higher Examination in Science, Art and Industries—Agriculture,) takes place. It consists of papers on the various subjects taught during the session, and searching practical examinations in Agriculture, Chemistry, Animal Physiology and Botany. The examiners, as before stated, are in no way connected with the College, so that there cannot be the very slightest suspicion of undue leniency towards the examinees.

Any candidate who obtains 40 per cent. in Agriculture, 33 per cent. in every other subject, and 50 per cent. of the total, is awarded a Group Certificate, *viz.*, the Group Certificate in Agriculture (preliminary) as it is called by the Commissioner for the U. C. S. Examinations. Candidates need not pass in all the subjects at once. They can take up any number they like, and eventually pass the whole seven, and thus obtain the Group Certificate.

Assuming that a student has obtained the group certificate at the end of the first session, he then goes on during his second session with the following subjects, *viz.*,—

Agriculture (advanced.)
Geology.
Inorganic Chemistry (advanced.)
Pure Mathematics (advanced.)
Surveying and Levelling.
Animal Physiology (2nd stage.)
Veterinary Surgery and Medicine.

A student need not take up all the above-named subjects. Thus, if he has passed in five out of the seven subjects prescribed for the Group Certificate, he can, during his second year, go on with the other two, and also take up as many of the subjects as he likes which belong to the second session's course.

During his second session, a student who takes up all the subjects would also attend Farm classes about twice a week, outdoor Surveying and Levelling classes twice a week for two hours at a time, practical classes at the Veterinary Hospital twice a week for two hours at a time, and once a week a practical demonstration in Animal Physiology. He would also attend the chemical laboratory for two hours a week. In the laboratory he would be taught to analyze mixtures of salts—and in this he has the advantage of going beyond the standard required of a B. A. of the Madras University who appears for the Physical Science Branch.

At the end of the second session, a student goes up in those subjects which he has learnt during the session, at the public examination held by the Commissioner for the U. C. S. Examinations.

Should a student pass in all the subjects mentioned for the second session, he attends, during his third session lectures on the following subjects:—

Agriculture (advanced), continued from
lectures of previous session.
Organic Chemistry.
Building Materials and Construction.
Economic Entomology.
Forestry.

In Agriculture, his practical work would consist of attending Farm classes three times a week. He would attend the chemical laboratory and go through the amount of work prescribed in the syllabus. Over and above this he would be shown how to analyze soils, manures, feeding stuffs, etc. This is an innovation this year. Unfortunately, the chemical laboratory is too small and too badly equipped to allow of every student doing every operation himself, never the less as much is done as the limited space and apparatus will allow. He will also have practical demonstrations in Building, Economic Entomology and Forestry. During the second and third sessions occasional expeditions for geological purposes would be made, but unfortunately the geology of the country surrounding Madras is very uninteresting.

At the end of the 3rd session a student is supposed to appear in all the subjects mentioned for the second and third sessions in which he has not passed. If he obtains 35 per cent. in each of the eleven subjects, and 50 per cent. of the total, he will obtain the "Agriculturists' Diploma." When we take into consideration the high character and number of the syllabuses, the large amount of practical work prescribed, the fact that the examiners are in no way connected with the College, and the high percentage of marks required, there can be no doubt the certificate of "Diplomaed Agriculturist" will be one which will be prized throughout the Presidency. There can likewise be no doubt that only few will ever obtain the new Diploma, and it is to be hoped that Government will make full use of the material which will be placed at its disposal.

During the whole three sessions all students must attend one gymnasium class a week.

The athletics of the College are in a very promising state, and on holidays the tennis courts and cricket ground are crowded with players, many of whom are very proficient in the manly games of cricket and tennis.

There are two classes of students at the College, *viz.*, those in the Senior Department and those in the Junior Department. The former stay three years at the College, and the latter only one. During the first session the difference between the two Departments is *nil* : the true difference only appears at the end of the first session, for then the Junior Department disappears and only the Senior Department finishes the full course.

Students of the College are either, (1) stipendiary students, (2) free students, or (3) paying students.

Stipendiary students are those who are paid a monthly stipend for attending the College. They are nominated by the Collectors of the various districts. Every district has a nomination to the Senior Department once in three years, and to the Junior Department once in two years. There are seven senior stipends thus awarded every year, and eleven junior stipends. The senior stipend is worth Rs. 10 per mensem for the first year, and Rs. 12-8 and Rs. 15 per mensem for the second and third years respectively.

The junior stipend is worth Rs. 7-10-0 per mensem. This arrangement enables Collectors to send Revenue officials to be trained at the College, as well as small landholders and others, who could not altogether support themselves throughout the whole course. Free students pay no fees. Paying students pay the Government Rs. 30 per annum. It will be pleasing to the friends of the College to hear that several old students have done very useful work both as Government servants and as private landowners. The latter class seems to be increasing in numbers,—a very good sign.

The College has this session commenced a series of night classes for the convenience of those who are employed during the day. The innovation has proved a complete success, large numbers attending every evening. A vernacular class once a week will commence shortly for those who are unable to follow English lectures. A course of lectures in Elementary Agriculture is delivered to the students of the Teachers' College, who likewise have the use of any scientific apparatus which they may require. The Teachers' College has, therefore, considerably benefitted by its removal to Saidapet.

All students make their own arrangements for board and lodging. Some live in the village of Saidapet, others in cottages on the farm. For the convenience of Brahmin students living in these cottages a Brahmin Club has this session been started in a building close by, and food, baths, &c., are there provided at a very moderate cost. Sudras can have their food sent to them from the Club, if they like; if not, they, as well as others, can have their food cooked in the kitchens attached to the various cottages.

An upper story has lately been added to the cottage buildings, but it has been handed over to the Teachers' College as a temporary measure only. When the additional rooms become the property of the College of Agriculture, a very great want will be supplied, and the efficiency of the institution increased, as it is intended to utilize the rooms as museums, reading-rooms, libraries, &c.; it is to be hoped that Government will provide the money for a thoroughly good agricultural museum, which might also be open to the public. We advocate the plan adopted at French Agricultural Colleges—of having all the marketable agricultural produce of the country sampled and priced. Prices being liable to change, the specimens in the Museum would have to be occasionally relabelled. There is a talk of enlarging the laboratory, especially as a large consignment of the best physical and chemical apparatus has been sent out from England for the use of the students, who at present, for want of space, are unable to make full use of it.

The Technical Scheme, as far as it applies to agriculture, has had a year's trial, and its merits and demerits can be spoken of with a certain amount of confidence. As to its merits, no one can doubt that it has done a great deal towards the advancement of agricultural education: a high standard of scientific and practical work is prescribed, and the nature of the examinations is a guarantee that the standard must be reached before a student can obtain the Diploma. The demerits are such as might be reasonably excused in a first attempt at technical instruction, and it is a matter of congratulation that its promoters have avoided the majority of the mistakes which have been made in other countries where similar schemes have been tried.

Already we have heard rumours of a Committee who are to attempt the removal of any points in the Agricultural portion of the scheme which have not met with approval.

Among these, the following would probably be the most important, *viz.* :—

1st. The excessive amount of work prescribed. Some of the syllabuses might well be shortened by cutting out those portions which have not the slightest connection with Agriculture, and do not even indirectly help in its study.

2nd. The arrangement of the Agricultural syllabus. It appears to us that the syllabus for the first year's instruction in agriculture assumes an amount of chemical knowledge, which the students are certain not to possess. The greater portion of the first year's syllabus could be better done during the second year.

3rd. The Veterinary syllabus. A certain amount of veterinary knowledge is absolutely necessary to the agriculturist. In England, the horse, ox, and sheep should be studied, these being the animals which come under the farmer's care; in India, the

29662

horse should be struck out of the list of animals to be studied by agricultural students, as in their after-life they will have nothing or very little to do with it. If a Committee is formed, their earnest attention should be drawn to the Veterinary Science prescribed for the College of Agriculture. In fact, it would be well were the veterinary instruction spread over the whole of the three years' course, and more prominence given to the practical examinations thereon.

The Government of Madras is one of the most extensive land-owners in the world, and derives an enormous revenue from the soil. It therefore becomes one of the duties of the Government to spare no trouble in raising the agriculture of the Presidency from its present degraded condition,—and no better way of accomplishing this could possibly be devised than that of providing proper technical education in agriculture for those who are willing to receive it.

News and Notes.

Owing to great pressure of matter, which has again compelled us to add an extra forme, we are unable to continue Mr. Bowen's paper on 'School-books' this month.

The Peter Cator Scripture Examinations will be held on Friday and Saturday, 4th and 5th November.

Miss Keely, Lady Principal of the Doveton Girls' School, and the best known lady Educationist in Southern India, is expected back in Madras at the end of the month, when she will resume her duties.

In January next the University of Oxford will elect a Deputy Professor of Sanskrit on a salary of not less than £333 per annum. Full particulars regarding this appointment will be made public next month.

Mr. C. M. Barrow, M.A., Principal of the Doveton Protestant College, has been appointed by the Syndicate of the Madras University an Examiner in English, *vice* Mr. J. B. Bilderbeck, B.A., resigned.

The Rev. E. Sell, B.D., the much-esteemed and hardworking Secretary of the Church Mission Society, is shortly going home on 18 months or 2 years' furlough. The Rev. W. G. Peel will, we learn, act for him.

We call the attention of our readers to the account of the Agricultural College given in this number. It is our intention to insert similar accounts of all the leading Arts, Scientific and Technical Colleges in the Presidency.

We learn that the numbers for the ensuing University Examinations are as follow:—For B. A. (Language Branch) 482 candidates, or 57 fewer than last year; for F. A. 1,767, or 173 more than last year, and for Matriculation, 6,717 as against 6,455 in 1886.

The Syndicate of the Madras University have appointed a Committee to consider the desirability of seeking affiliation with the Universities of Oxford and Cambridge, and should they report favourably on the proposal, the necessary steps to attain this object will be taken.

On page 414 will be found a long letter from Mr. J. Adam, Principal of Pachcappah's College, on the subject of University Examinations. There are many popular misconceptions regarding the system of appointing Examiners, and Mr. Adam's letter was a well-timed corrective to some of these delusions.

On the 4th instant Mr. J. B. Bilderbeck, B.A., Acting Principal of Kumbakonam College, left Madras on well-earned furlough to England, after 13 years' continuous service. Mr. James Moss, B.A., who has recently been acting at Rajahmundry for Mr. Metcalfe, will go to Kumbakonam in Mr. Bilderbeck's place.

The Educational event of the month is the publication by Government of the Director's scheme for a new High School Examination. A valued contributor has sent us an article on the subject, which we have thought it highly advisable to insert, though we do not hold precisely the same views. 'Hear the other side' is a sound maxim, and however good a scheme may be in itself, it is just as well that those who have to put it into its final shape should hear what there is to say against it.

In the second paragraph (p. 418) of the letter of the Director of Public Instruction, special and commendatory reference is made to the scheme for a higher Commercial Examination instituted by Pachcappah's Trustees. We have therefore thought it well to print the notification for this Examination to be held in December next. We have no doubt our readers will find the perusal of this syllabus interesting on its own account; and we would direct their attention to

the large number of candidates for the Commercial branches of the Middle School Examination, which may be considered the preliminary to the Higher Examination, as a proof of the growing popularity of the whole scheme among pupils.

Mr. J. T. Fowler, Inspector of Schools, Presidency Division, returns to Madras on Monday, 10th October, from 3 months' privilege leave. Dr. Bradshaw, who has been acting for him, will at once hand over charge and go to Coimbatore to relieve Mr. Vijiarangam Moodelliar, his *locum tenens*. As Mr. Garthwaite is on his way out and will soon resume his appointment as Inspector of Schools, Sixth Division, Dr. Bradshaw will return to his own Division, the Fourth, and Dr. Burroughs will, we suppose, revert to the Principalship of the Mangalore College.

For the Middle School Examination about 8,700 candidates have registered their names. Of these there are coming up in Tamil, as their second language, 3,230; in Telugu, 2,250; in Sanskrit, 1,100; in Malayalam, 660; in Kanarese, 650; in Hindustani, 150; in Latin, 240; in Persian, 100; in French, 2; in Uriya, 20; besides those who, ignorant of English, are allowed to bring up some vernacular as their first language. The number of candidates this year is about 500 in excess of the number last year.

As regards special subjects;—There are coming up in Agriculture 7, Botany 1, Commercial Arithmetic 103, Commercial Correspondence 88, Book-keeping 31, Music 14, Drawing 79, Modelling 2, Silversmith's work 3, Printing 1, Tailoring 5, Boot and Shoe-making 1, Carpentry 7, Lace making 14, Weaving 5, Rattan work 1, Political Economy 28, Shorthand 10, Ordinary needlework 225, Industrial work 17, Domestic Economy 100, Physiology 45.

We have been making a few further researches into the new University Calendar, and beginning at the beginning we were astounded at the very large number of foreign names in the calendar of the months. It then struck us to note some of the omissions. We protest against the way in which many of our most famous authors have been neglected to the favouring of foreign scientists. Where, for example, are the names of Chaucer, Spenser, Milton, Caxton, Tyndale, Dryden, Pope, Bunyan, Addison, De Foe, Butler, Jeremy Taylor, Burns, Southey, Wordsworth and many other English writers of note? Why should Malus, the discoverer of the polarisation of light, find a place, while Adam Smith, whose 'Wealth of Nations' may be regarded as the basis of Modern Political Eco-

nomy, is excluded? Why are we to have Dumas, the celebrated French chemist, (apt to be confounded with Dumas the Novelist, born in 1803), while no place is given to his literary contemporary, Lord Lytton?

We have been favoured by the Secretary for the U. C. S. Examinations with the following particulars in regard to the Higher Examination in Science, Art and Industries held in July and September:—

SUBJECT.	NUMBER EXAMINED.	NUMBER PASSED.
<i>Agriculture-group</i> ...	26	11
Agriculture ...	28	27
Horticulture ...	30	30
Chemistry ...	29	22
Physiology ...	27	23
Mathematics ...	26	16
Mensuration ...	25	12
Physiography ...	27	19
Drawing, Painting and Design ...	About 30 in all	Result not published yet.

We should remark that many of the above are the same examinees over and over again.

The Director of Public Instruction has passed the following Proceedings on the Report of the Christian College Council for 1886:—

The Director of Public Instruction has perused this report with much pleasure, and he congratulates the Council on the fact that they have retrieved the disaster of the previous year, the tower and new hall being complete. The account given in the report of the collection of funds for repairing the misfortune which has occurred affords very substantial evidence of the grateful feeling which former students entertain towards the institution in which they were educated. The generosity displayed by Mr. M. Aboyi Naidu in contributing Rs. 100 a month for one year is especially entitled to recognition. It is stated that the entire cost of the new buildings has amounted to Rs. 1,36,000. This is a large sum, and it is gratifying to find that when all contributions have come in, there will be a debt of only a few hundreds of rupees. The Director trusts that funds will be forthcoming for enclosing the court, &c., which will make the buildings complete and convenient as a whole. Towards the cost, the Government have sanctioned a grant of Rs. 40,520, of which Rs. 30,810 have been already paid. The grant is equal to an endowment of Rs. 50,650, at Rs. 4 per centum.

The serious loss of the Rev. Mr. Alexander's services has been amply compensated for by valuable accessions to the staff. The absence of change in the tutorial staff of the college is satisfactory. The few changes of teachers in the school appear not to have affected the quality of work.

The fees rose to Rs. 48,283 from Rs. 46,924 in 1885.

The scholarship scheme has been extended to Anantapur, and the institution of an annual prize by a former graduate is noteworthy. During the official year the college expended on scholarships the sum of Rs. 2,878, receiving from Government the sum of Rs. 659-5-4. Deducting from the excess paid by the college, the amount which should have been recovered in the shape of fees, the net cost of the scholarship scheme was Rs. 459-2-8 only.

The school department had 1,060 students on its rolls at the end of the official year against 1,058 pupils at the beginning, showing an increase on the number of the previous year. The average strength was the same as in the preceding year, but that of the college was 45 greater.

The college had an average attendance of 524 students against 482 students in 1885-86, an advance on the number of the previous year and considerably in excess of the theoretical limit of 420. The number on the rolls at the end of the past seven official years was as follows—

	F.A. B.A.		F.A. B.A.
31st March 1881...	201 100	31st March 1885...	319 218
" 1882...	189 154	" 1886...	336 237
" 1883...	250 163	" 1887...	372 263
" 1884...	241 183		

These figures indicate the rapid progress this great institution has been making. It is explained that the increase is largely due to the fact that students who have failed in the University examinations return to supply their deficiencies so as to win success in a subsequent examination. It is said that the Council desire to encourage such a tendency. It is to be hoped that, ordinarily the senior students will be encouraged to appear for the Language branch also at the end of their first two years, deferring their Optional branch or branches to a third year. The Director is persuaded that such a practice will tend greatly to improve the average attainments of our graduates whilst it will save many students from the injurious effects of repeated failures.

The introduction of Biology in the college course is noted with much pleasure. The Director is glad to find that physical training continues to receive adequate attention, and that the College Cricket

Club has again to be congratulated on its success in winning the Hutchins-Brandt trophy. The results of the University and public examinations were such as to sustain the reputation of the college. The facts given at the close of the report are very interesting. They show that the institution is in the Jubilee year of its existence and how under careful management and a thorough appreciation of the Government system of education, it has reached a position second to none in India. With its success the names of the Rev. John Anderson and the Rev. Dr. W. Miller must always remain prominently identified.

Reviews and Notices of Books.

A PRIMER CATECHISM OF SANITATION for Indian Schools by
L. A. STAPLEY, of the Burmah Educational Department;
THACKER, SPINK & Co., Calcutta.

This useful little Primer is founded on the Sanitary Primer published by Surgeon-General J. M. Cunningham, M.D., late Sanitary Commissioner with the Government of India, and has had the benefit of his supervision.

We have compared both Primers and consider Mr. Stapley is to be congratulated on the success of his endeavour to convey the very useful information contained in Dr. Cunningham's Primer in a form which may be easily used by teachers of all grades. It is a question if the catechetical method of instruction is the best; the language of the original Primer is very simple, and clear and of course deals with the subjects in more detail than the Catechism pretends to do. Still the catechetical method will suit many. The Primer commences with a short introduction regarding the meaning of sanitation and the laws of health. This is followed by short chapters on air, water and other things which are essential to health; there is also a chapter on Small-pox and Cholera, in which the importance of vaccination as a prevention of small-pox is dealt with. The last chapter treats of the question of vital statistics, regarding the registration of births and deaths and the census; it is drawn up with the view of impressing the young with the grand importance to the people generally of a knowledge of how to prevent or avoid disease.

PARADISE LOST, BOOKS I and II, Translated into Tamil by Mr. SAMUEL V. THOMAS, M.A., *Southern Star Press*, Trichinopoly.

That no native writer has attempted till now a metrical translation of Milton's *Paradise Lost* in a South Indian Vernacular can be a matter of surprise to no one who knows anything of the solemn trains of thought and the sublime conceptions of that immortal poet, and who knows the peculiarities of English blank verse. The difficulty of reproducing the thoughts of the greatest poet of England, and in vernacular versification such as to echo the musical strain of the poet, has deterred many from making the attempt. But the translator of the first two books of the *Paradise Lost* now before us has made the first venture by not struggling with the classical Tamil and with the recollections and lingering traditions of the pedantic experiments made by others in Tamil versification, according to the Tamil prosody, merely judging a verse by the eye in disregard of what is pleasant to the Tamil ear.

As the translator says in his modest preface, his "object in undertaking the translation was to give Native Christian readers, especially women and children, something that would entertain as well as instruct them." We have glanced through the book and certainly think that, so far as accuracy of rendering the sense of the original and clearness of style is concerned, this edition is a fair attempt to make the most, for Native Christian boys and girls and their mothers, of an interesting portion of the story of the *Paradise Lost*. The metre employed is simple and popular, like that of பவமுக்கொடிமாலே, widely read and recited in the Tamil country, and is therefore one with which all Tamil-speaking women and children are familiar. The translation is preceded by an introduction or running commentary in prose, which will be found helpful to the understanding of the poem, and the poetical part is an epic learned enough perhaps for the class of Native Christian readers for whom it is intended—readers who, from their knowledge of the Bible, are already familiar with the Christian vocabulary, technicalities and allusions.

The Tamil translator does not aim at a high standard, and though faithful in rendering the story, yet the impression left on the mind of the reader by the descriptive parts of the poem cannot be expected to correspond exactly with the exceeding

beauty which occurs in Milton's original, but which suffers by the process of translation. As the intention of this edition is to confine it to family reading among Native Christians, and the great feature of the production is the simplicity of its style so as to suit the ear and the mental capacity of women and children, it would be unfair to look upon it as a classical composition bearing the stamp of a poem for the learned, or one adapted for study in the higher forms in our schools for teaching the Tamil language and literature. We think Mr. Thomas deserves well of the community for whom he has written and trust that his book may have a wide circulation.

A SHORT BIOGRAPHICAL SKETCH OF THE QUEEN-EMPRESS, VICTORIA,
BY K. C. MANAVIKRAMAN RAJA, *Scottish Press*.

The Jubilee year of Her Imperial Majesty Queen Victoria's reign has been productive of much literary activity. Books and pamphlets in the various languages of India have appeared in numbers. In our own Presidency two magazines one in Tamil—*The Maharani*, published at Madras—and the other in Malayalam—the *Sugunabodhini*, published at Trevandram—have been started in connexion with this great event. The pamphlet now before us is also an attempt in the same direction. The author in his preface says that he has undertaken the present work for the benefit of his countrymen, as there existed no book of the kind in Malayalam. An account like this of Her Majesty in the Malayalam language was no doubt a great desideratum, and we are glad to find that that want has now been removed. There is a good likeness of the Empress on the title page. The pamphlet contains, in addition to Her Majesty's life, a short account of the Government of England. At the end of the book a list of the Queen's children is given. The pamphlet is well printed and neatly got up by the *Scottish Press*, and we expect that it will find a large sale among the people for whose special benefit it is intended. In the course of the work the writer refers his readers to the life of H. R. H. the Prince Consort, of which, however, so far as we know, no life has yet been written in Malayalam. We hope that Mr. K. C. Manavikraman Raja will shortly write a companion book to his present publication containing a brief and popular account of the life

of Albert the Good. As the pamphlet before us is written in simple and ordinary Malayalam, we expect that it will be in the hands of almost everybody in Malabar. It will be a good thing for our graduates to devote their leisure to work of this sort—to write Vernacular books so that the masses may have some true ideas of the men that rule over them. Biography is always an interesting study, and reading the lives of good and great men and women will elevate the tone and character of the young. We are therefore glad to see that some attempt has at last been made by a Malayali in this direction. The writer of the book before us belongs to a branch of H. H. the Zamorin's family, the ancient reigning family of Malabar. He received his early education in the *Kerala Vidyasala*, and having passed the language branch of the B. A. Examination in 1886 from the Presidency College, is expected to graduate at the next Convocation.

Our Observer.

THE HIGH SCHOOL EXAMINATION—FEAR-KILLING—BAD ENGLISH— THE JUDICIOUS POET.

I observe—by favour of my Editor—that the new draft scheme of the Director of Public Instruction for a Government Test Examination is published in the present number, and along therewith a very trenchant criticism of its main features. I do not intend to discuss a scheme whereof the details, and in fact many of the principles, are as yet *cruda indigestaque moles*. Criticism and advice will doubtless be helpful to the members of the Committee, who will have to reduce it to form and shape, and who will have to keep all their wits about them and walk very warily indeed.

There will doubtless be considerable dislocation before schools can accommodate themselves to the new state of things, and much uncertainty among pupils as to which path to choose; but the anticipated and necessary friction will soon subside and everything will run smoothly.

There is one point of view from which this new scheme can be looked on with nothing less than the highest approbation. The point of view I mean is that of those who wish well to the highest interests of the University. I consider it nothing short of a degradation of the University to turn its Entrance Examination into a test for clerks on Rs. 15 per mensem and

upwards. When Matriculation becomes what it means—a test of those who are competent to prosecute their studies through a College course and enter, at the end of it, a learned profession—we may hope for something more nearly approaching true education than we have yet seen. The University will be less of a money-grubbing institution, it will not be such a grand commercial speculation, but it should produce more culture, and stand more chance of becoming a mother of arts and eloquence. I could go on for some time in this strain, but my Editor has warned me that space is limited this month.

I extract the following from G. O., No. 405, dated 4th August 1887, Educational. The Director's letter was about Mangalore College, and has nothing to do with the purpose of my present citation:—

“5. The Director's letter concludes with a suggestion that the principle of charging the same higher rates in Local Fund and Municipal as in Government schools, which has been adopted in the School Fee Notification, should be reconsidered. The Government are wholly unable to accept this suggestion. The principle in question has been deliberately adopted by this Government, with the approval of the Government of India, and embodied in the School Fee Notification which has been ordered to remain in force, so far as it affects rates of fees and mode of collection, for five years. It is impossible to alter the decision now, and it must be strictly maintained.”

It is well, to avoid any possible misunderstanding, to point out that though ‘the principle in question’ was adopted in the Fee Notification, it was not so adopted by the Conference. This principle was distinctly withdrawn from the purview of the members of the Conference, who were instructed to accept it as a basis of their deliberations.

I should like to direct my readers to an article in the *Contemporary Review* for June by Miss Frances Power Cobbe, entitled “Faith-Healing and Fear-Killing.” It is the exposition of Fear-Killing which comes peculiarly *apropos*; and may be taken to heart by some in India no less than by many in England. Fully realising the value of hygiene in its legitimate sphere, she rightly inveighs against the “*hygeiolatry* which threatens to become our only religion.” And what she says is perfectly true. The number of *malades imaginaires*, not among the old but among the young, among all on the right side of forty from the school boy upwards, would be amusing if it were not so serious. “All this new-born caution,” says Miss Cobbe, “about their health (to which, perhaps, the *very undesirable* study of physiology by school boys has in some schools contributed)

will at the best create a generation of hypochondriacs and valetudinarians." Very true indeed, and applicable to Madras where, as I have heard from one well qualified to make the remark, the study of physiology for the F.A. for the most part gives the student merely curiously erroneous ideas about his own body, and often, too, leads him on to read productions which had much better be sealed books to him. A *true* article on "What our students read?" would be a revelation to some people.

In the following passage, Miss Cobbe strikes a high and a genuine note:—"We must all die sooner or later, whether with scientific advisers or without them; and it would, after all, be better to die sooner, pursuing noble objects, performing natural duties, and even enjoying innocent pleasures, than a little later, amid pitiful anxieties and odious messes and inoculations of filth."

I think I am fated to die of bad English. I don't know if it (I mean the bad English) is a sign or a result of the chronic valetudinarianism which Miss Cobbe ridicules, but it is certainly rampant, and that too in the highest literary circles. In the same number of the *Contemporary Review* in which Miss Cobbe's article appears, is an article—a very silly one too—by Mr. Andrew Lang. Now Mr. Lang is the very high priest of the latest dilettante school of light and leading; he is nothing if not æsthetic and dainty and finicking and effeminately correct. He is of the Gosse, Gosse-y. Here is a sentence by this *arbiter elegantiarum* and prince of critics:—

"*They* have never stolen, or nothing worth stealing, or nothing that *any* one would buy."

What does it mean? What a basis for an elaborate note. The only possible way to make sense is to suppose that with a stilted affectation quite out of place in the sober review *or—or* is used for *either—or*; in which case the use of *nothing* for *anything* should ensure a safe plough at the M. S. Examination.

Here is another gem from the same page. "Some one, probably Gibbon, has remarked about some crime or other, 'that it is difficult to commit and almost impossible to prove.' The reverse is the truth about plagiarism." What is the reverse? I am sure no champion guesser would ever come within a mile of Mr. Lang's proposition, which is not the reverse, the converse, the obverse, or any other verse. 'That crime is easy to prove and almost impossible to commit!'

It is the same though everywhere. I observe a quotation set for correction in a Doveton College paper, where Mr. Skeat, who ought

to know a little about the correct meaning of words, talks of something "*growing obsolescent* and likely soon to become obsolete." And in a very classical and elegantly written book on a classical subject by Mr. Graham, whose every page betrays his Latinity, I find *elementary* used for *elemental*.

The Judicious Poet maintains a masterly silence. Nothing has as yet been divulged by him about the mysterious deliberations of the great Dress Committee. The curiosity of his admirers has been worked up to fever pitch, and a number of them have combined to forward him the touching address which I, at their request, and with many apologies to Pollio, here lay at his feet.

O Poet, quit thy tragic muse,
That clad erewhile in gorgeous hues
Entranced both friend and foe;
And tune thy lyre to lighter theme,
The Graduate's sartorial dream,
The Fellow's chaste trousseau.

The clang of Senatorial strife,
The woes of Undergraduate life,
The Examiners' mad choir,
The edicts stern of Syndicate,
And eke of our Dictator great
The wrath and anger dire,—

Thou'st sung them all, an arduous work,
Unmindful of the fires that lurk
Beneath the treacherous soil;
Thou'st sung them all, Judicious P.,
Defiant of the powers that be,
Heedless of party broil.

Throughout the land hath spread thy fame,
A household word we find thy name
Where learning's votaries dwell;
From far Ganjam to Travancore,
Master and pupil, all adore
And own their poet's spell.

Then Goddess, come—Ah no, not thou,
Fair Venus, who would'st ne'er allow
Beauty, when draped, the best;
But rather thou, Athené wise,
Who can'st our poet well advise
How Doctors should be dressed,—

How heads *philosophorum gregis*
 Should humbly bend, from hands of sages
 The insignia to receive,
 In Convocation's durbar bright,
 Midst Dons in gayest togas dight
 That Eastern looms can weave.
 Nor, when the Goddess wise appears,
 Judicious Poet, close thine ears
 And inspiration spurn;
 A newer theme brings wider fame,
 To greet the bard with fresh acclaim
 All Southern Ind will turn.

THE OBSERVER.

University Examiners.

TO THE EDITOR OF THE "MADRAS TIMES."

SIR,—“We are all the better for being looked after,” as Sir Charles Lawson remarked the other day; and I, for one, am of opinion that Universities as well as Gold Mines are none the worse for being looked after, and for being compelled to carry on their work under the light of intelligent public criticism. I am glad, therefore, that a journal of the standing of the *Times* exhibits a lively concern in one of the most important and not least interesting institutions of the Presidency; and I have to ask you to still further display that interest by permitting me, who am effected in the triple position of Teacher, Member of the Senate, and Examiner, to offer a few remarks upon the article in your issue of Friday, 2nd instant, upon the subject of University Examinations.

With the general principles laid down I shall not deal, agreeing as I do, and as I believe a large majority of those interested do, in these principles in a very considerable degree. But the writer, in the first place, ignores certain practical difficulties which, though not perhaps insuperable, yet interfere seriously with the carrying out of these principles in practice. In the second place, he assumes that the University does nothing in the way of carrying out these principles. This assumption is not made, indeed, *totidem verbis*; but without it the article would be aimless and superfluous. On these two points I desire to say something.

The writer does not, I presume, desire that all the examiners should be selected from the Civil Service and other classes not engaged in tuition, but that there should be a certain leaven, so to speak, of outsiders—a word used not invidiously but merely for the sake of brevity. Now, not only does the Madras Univer-

sity recognise this principle, but might, I think, be shown to follow it to an extent unknown in other Universities. Examiners at Oxford or Cambridge are not only resident members of the University, but for the most part engaged both publicly and privately in preparing candidates for the various examinations. The London University Examiners are, almost without exception, engaged in tuition. Now take this year's list of examiners in Madras, which is no exception to the ordinary rule. In the leading subject, English, out of ten examiners, four are not engaged in teaching. Two of the four have had experience in teaching in former years, and so should be model examiners. The four are Revd. G. M. Rae, Dr. Bradshaw, Revd. J. N. Ogilvie, chaplain, and Col. Hughes-Hallett, R.A. Again we find among the examiners in history, another non-technical subject, the names of Mr. Bickle, Mr. H. A. Stuart, C. S., and Capt. R. H. C. Tufnell, S. C., the total number of examiners being eight. But the limitations must be fully recognised. I do not allude to the abstract questions as to whether outsiders make or do not make the best examiners; I assume, for argument's sake, their equality with professionals. The limitations I refer to are of a practical nature.

First, it is almost impossible to find persons competent to examine in special subjects other than the very men who, as specialists, are engaged in teaching these subjects. Everybody professes ability to examine in English and History, a few can take Mathematics, Latin or French, but those qualified in the other subjects can generally be counted on the fingers of one hand. Yet when such men are found, the University is only too glad to secure their co-operation. To go no further than this year's list, witness the names of Dr. Hultzsch, Mr. Hanna, Mr. Thurston, and Mr. Winter. Secondly, there is the question of remuneration. I do not imagine the writer of the article desires us to suppose that the reply received by his friend in the Civil Service was an official reply, though there was a good deal of brutal truth in it. But the corollary drawn as to honour, strikes at a real difficulty. An examiner's work is far from being all honour, much of it could by no possibility bring honour or be done for love. It has two parts. There is the setting the papers. An examiner may have to draw up perhaps two or three papers at a remuneration of from Rs. 150 to Rs. 250 in all. It would, doubtless, be a pleasure to many civilians to brush up the studies of their youth, to linger over their Shakespear, or Virgil, or even their Todhunter, and show their fellows that culture may flourish even in the Cutcherry. To such the honour may be sufficient, and the rupees a thing of no moment. The ambition is a laudable one, and I think it rather hard to assume that we, teachers, alone are utterly devoid of it. But, Sir, there is an appendix to this honourable work. In addition to setting these

papers the examiner will—to take a normal case—have to read through sixteen thousand pages, often almost illegible, at the rate of an anna a page. He must not only read them, he must assess the value of each, as compared with 999 others, and appraise this value to one-quarter of a mark. This is a drudgery which is saved from becoming intolerably repulsive only by the constant practice which turns us into valuating machines. It means that for a month or six weeks the examiner must scorn delights and live laborious days. He must devote to his task every holiday, including his Christmas holidays, and every hour which can otherwise be spared from his official duties. Now, it has been found that, in many cases, the expression of a desire to work for honour means simply a desire to take the honorable part of the work, and leave the drudgery to others. Before now, considerable inconvenience, not to say unpleasantness, has been caused by this willingness on the part of learned outsiders to pick the plums for themselves. Most of those gentlemen who continue to be University Examiners, do so admittedly with as keen an eye to the rupee as any one else. No, Sir, let us be honest, and admit that honour has, and can have, very little standing room here.

The writer's second gravamen is that teachers examine their own pupils in the subject they have been teaching. That such a state of things should not exist, is not only recognised by the University, but is a *lex scripta*. It is distinctly laid down that as far as practicable an examiner shall neither set nor value papers in subjects which he has been teaching. As far as I am aware, this law is obeyed. There is also a further regulation, designed specially to eliminate any idiosyncrasy of the individual examiner. The papers are considered to be those—not of the examiner—but of the Board of Examiners, who are responsible. Every paper is submitted to, and criticised by the assembled members, and a perfect safeguard is thus set up. It will be observed I have said 'as far as practicable.' This limitation is necessary because, just as with the appointment of Examiners, so here it is occasionally impossible to do other than entrust the task to the specialist teacher. I do not assert that the University is perfect, but at least you will see it is not so bad as sometimes painted; and, what is better, it honestly strives to be as good as it can.

The writer appears to assume that examiners must be Fellows of the University. This is not so. As a matter of fact, of 64 principal examiners in Arts subjects for the year 1887-8, only 28 are Fellows, 36 being non-Fellows.

The length of this letter has, I fear, encroached already too much on your space, so I conclude with but one remark. There is practically no complaint from candidates as to the unfairness

of the examinations or against individual examiners. The periodical growlings all resolve themselves into complaints against the difficulty of the examinations,—in other words, against the standard set up. The University, through its agents the examiners, is steadfastly, and I believe judiciously, endeavouring not only to maintain, but to raise its standards, and I hope it will never be so weak as to degrade them at the clamorous bidding of unsuccessful competitors.

JOHN ADAM.

PACHEAPPA'S COLLEGE, 5th September 1887.

High School Examination.

From H. B. GRIGG, Esq., M.A., Director of Public Instruction, Madras, to the Chief Secretary to Government, dated Ootacamund, 4th July 1887, No. O-179.

In continuation of my letter, No. O-49, dated 1st June 1887, I have the honor to address the Government regarding the establishment

of a public examination to give effect to the wishes of the Government of India* for the division of general education into two branches, according to the system prevailing in the public schools of England, after the Middle School Examination; one branch having for its end the preparation of students for the University, the other the preparation of students for commercial and industrial walks of life.

2. In paragraph 258 of the report of the Education Commission upon which the decision of the Government of India is based, the necessity for such an alternative course of study is strongly insisted on, and in the reasons set forth in support of the proposal I entirely agree, as also in their recommendation, section 259, of the institution of an examination to test the attainments of students at the close of the course in the same way as the Matriculation Examination tests the attainments of students at the end of the pre-collegiate course and for this examination to be "accepted as a sufficient general test of fitness for the public service." This measure can alone give practical effect to technical study. For to expect many students in this presidency, especially those who, by failing to secure a first class in the Middle School Examination, have not qualified themselves for admission to the public service, to enter on a course of study which comprises no final test qualifying, among other things, for the service of the State, is to expect that which, I fear, will never happen for a long time to come. Without such a practical end in view, no institution in the presidency under private management would establish classes corresponding to the modern side of a public school in England; and, if they established them, they would most certainly fail to secure pupils. This essential condition appears to have been recognised by the committee who reported upon the fee question,

for, whilst in a special resolution at the close of the report pointing out what they consider a defect in the new scheme of technical examinations, they observe that "this (defect) could, it is believed, be easily remedied by an extension to high schools of the principles on which the new middle school scheme is based," and those principles involve not only tests in technical and commercial subjects, but also in general knowledge. Moreover, in the scheme for higher commercial education, which has been framed by Pachaiyappa's trustees, provision has been wisely made for general as well as special instruction. To this provision its successful beginning, is, no doubt partly due, and to the fact that it has a final examination; but also mainly to the fact that this examination has been recognised by several commercial houses and banks as a general test for admission to their service.

3. I would, however, observe, with reference to the defect suggested in the technical scheme, that when framing that scheme I was anxious to disturb as little as possible the course of general education up to the Matriculation Examination, as I held—*vide* my letter, No. O-166, dated 17th May 1884, paragraph 39—that it would be better not to bifurcate, as the term is, before that stage, and I hoped to train pupils for the preliminary higher examination by means of special classes composed mainly of matriculates, the Government affording encouragement to the scheme by requiring candidates for particular branches of the public service; and I still believe, if the Matriculation Examinations were arranged on thoroughly satisfactory lines, and if the encouragements noted above were afforded, that this course would have been the most expedient for the general interests of the country, but the Government of India have decided that the bifurcation should be at an earlier point; no special encouragement has been afforded to students qualifying in these technical examinations; and it is very improbable that the University would ever consent to a scheme of entrance examination which would render unnecessary the scheme now proposed. The consequence of the present position of affairs is that pupils, who by selecting optional branches of a technical character under the middle school scheme, must, on passing that examination, abandon the study of those branches, chemistry and physics excepted, unless they resolve to bring their general education to a close; a resolution which, in the case of all students seeking Government employment not of an inferior character, would be a subject of much regret, and detrimental to the general progress of the country. To encourage such pupils not to end their general education at so early a stage and age, and to provide for them a general and special education far better suited to meet the commercial and industrial needs of the country and to fit them for subordinate or intermediate Government service than that at present given in the pre-collegiate course of our schools, an examination such as that sketched below is essential.

4. In framing this scheme, for which I now beg the general sanction of Government, I have had specially in view the following points, which I believe essential to the success of the measure:—

Firstly, as regards the compulsory portion of the examination—

- (a) that the test in each language shall be a real test in the power to speak, read and write the language, and to compose

in it with the ease and correctness, which may fairly be demanded of a responsible and well-paid clerk;

- (b) that such test cannot be properly applied without a colloquial or *vivâ voce* examination (the Bombay University has *vivâ voce* examination for matriculates);
- (c) that the test in mathematics shall comprise not only a good knowledge of the commercial chapters of arithmetic but also such a knowledge of elementary geometry, mensuration, and elementary plan-drawing as may fairly be demanded of clerks, the great majority of whom will, in the ordinary course of their duties, find such knowledge, in greater or less degree, a most valuable aid to efficient work.
- (d) that the test in history and geography shall have general reference to the British Empire, its commerce and its natural resources, and special reference to India, its commerce and its natural resources.

Secondly, as regards the optional portion of the examination—

- (a) that students seeking admission to certain great branches of the service of the State should qualify in at least three of the branches of technical knowledge which bear specially upon the work of these branches;
- (b) that these optional branches should be those included, or to be included, in the tests of preliminary higher examinations, and that there shall be no separate examination in the branches for candidates for this new examination;
- (c) that encouragement shall be afforded to candidates who have passed the preliminary higher examination in a branch in which there is an advanced examination to proceed to that examination.

5. I now proceed to give the scheme in outline:—

I. The examination to be conducted by the Commissioner for the Uncovenanted Civil Service, and to be called the "High School Examination."

II. To be open to all pupils of high schools and of science, art, commercial and industrial schools of appropriate standard, recognised by Government, at favorable rates, to "others" at advanced rates.

III. The conditions of "recognition" to correspond with those of the middle school notification.

IV. The operation of the scheme as in the case of the middle school scheme, to extend to Native States if so desired.

V. The passing of this examination in the compulsory and in the three optional branches to qualify for admission to all appointments concerned in the public service, and which are not limited to persons having a University degree or to persons who have passed the First Examination in Arts, or who hold a diploma of the College of Agriculture; for the general test of a teacher of the lower secondary grade; and to exempt successful candidates from passing the following lower grade special tests: translation and précis-writing, and from the book-keeping by single and double entry portion of the account test, those who have passed the optional branch in this subject.

VI. The branches of the compulsory portion of the examination to be—

- (a) *English*—(1) paraphrase; (2) translation into English from the vernacular and *vice versa* of an official paper of moderate difficulty; (3) elementary précis-writing; (4) exercise in original composition; (5) reading aloud at sight a passage from a standard author and writing in the presence of the Examiner; (6) handwriting and advanced spelling.
- (b) *Second Language*—All the heads as above; but when the second language is the candidate's vernacular, the translation test in (a) not to be repeated.

NOTE.—Candidates may appear in one or more second languages which shall include all the second languages in the middle school notification, but each native candidate must pass in his own vernacular, and each European or Eurasian in at least one vernacular of Southern India.

- (c) *Mathematics*—The whole of arithmetic with special reference to the commercial chapters, such as interest, per cent. value, &c.; algebra to simple equations inclusive; elementary geometry, and elementary mensuration with simple plan-drawing.
- (d) *History and Geography*—A general sketch of European history, and of the rise of the British Empire especially in the East; geography of the world with special knowledge of the geography of the British Empire and of India in relation to trade and commerce; map-drawing to scale.

VII. The optional branches to be as follow :—

- a 1. Mathematics—Preliminary higher examination, 1st and 2nd stages.
2. Practical geometry do.
- a 3. Mensuration.
- a 4. Surveying and levelling.
5. Building materials and construction.
6. Plan-drawing from specification and estimate-making.
- a 7. Railway work.
- a 8. Bridge-making.
- a 9. Inorganic chemistry.
- a 10. Organic chemistry.
11. Geology.
- a 12. Physiography.
- a 13. Agriculture.
14. Animal physiology.
15. General biology.
16. Veterinary surgery and medicine.
- a 17. Forestry.
- a 18. Hygiene.
- a 20. Modelling.
21. Wood and copper-plate engraving and etching.
22. Printing.
23. Architecture (to be added to the test).
- a 24. Physical geography and commercial geography (syllabuses to be added to the technical examination tests).
- a 25. Book-keeping by single and double entry, (do.)
26. Elementary practical astronomy (to be added).

- a 27. Phonography. (to be added).
28. Fire, life and marine insurance (do.)
29. Commercial correspondence (do.)
- a 30. Banking (do.)

VIII. (a) For appointments connected with the revenue and fiscal administration and the administration of justice, and for appointments not included in the next list, the three optional branches should be selected from among Nos. 1, 3, 4, 7, 8, 9, 10, 12, 13, 17, 18, 19, 24, 25, 27 and 30.

(b) For appointments connected with public health, public works, municipal and local board works, cattle disease inspection, technical schools, Nos. 1—10, 14, 15, 16, 18, 19, 20—23, 25, 26 and 27.

(c) Every department shall be at liberty to limit the choice of two out of the three optionals, but no limit shall be placed in the number of optional branches for which a candidate may appear. Departments to be at liberty to require candidates selected by them to pass ultimately the advanced higher examination in subjects in which there is an advanced examination.

IX. The results in each compulsory branch to be published separately, the candidates being arranged in two classes. A candidate who has passed in a branch shall not be required to appear again for examination in that branch. All the details of the optional branches to be regulated by the notification for the higher technical examinations. Heads of departments in selecting candidates for the public service to give due weight to success in the several branches of the examination.

X. In consideration of the concession of not being required to appear again in a compulsory branch in which a candidate has passed, the standard for a pass to be high, *viz.*, half marks for a pass and three-fourth marks to be ranked in the first-class.

XI. The compulsory portion of the examination to be conducted by a board consisting of a chairman and at least two examiners to be appointed by the Commissioner for three years; the remuneration also to be fixed by him. Assistant examiners to be appointed at several centres to conduct the *vice voce* examination in language.

XII. The fees for admission to the examination to be fixed for each branch and to be high enough to make the examination self-supporting.

XIII. The age limit to be that fixed for admission to the public service.

XIV. The examination to be held on the first Monday in May in each year.

6. If this scheme is approved, I propose that the Matriculation Examination of the Madras University should no longer be accepted for admission to the public service. I suggest this partly in the interests of the University, partly in the interests of the public service, and partly in the interests of the country generally. In the interests of the University, because it is undesirable that she should be compelled to examine yearly more than twice as many candidates for admission to her colleges as will ever attend the University

courses, such a condition of things being prejudicial to a thorough pre-collegiate course of study; in the interests of the public service, because the University test in language affords no guarantee that a student who passes it can either speak, read, write or compose in it correctly, the test being mainly literary and grammatical, and also because the pass in general knowledge* affords no guarantee that a student who passes therein has anything

* Elements of Physics.

Do. of Chemistry-

History of India.

The outlines of the History of England.

but a superficial knowledge of any one subject, whilst he may be quite ignorant of one at least, in that obtaining one-fourth of the aggregate marks assigned to the four subjects qualifies for a pass; and in the interests of the country, because it is not expedient that young men of ordinary abilities, too poor to bear the heavy expense, should be encouraged to enter upon a University course. The fact that the Government limit certain appointments to men who have taken a degree is, I think, ample encouragement to promising students, especially those who are the sons of well-to-do parents, to pass through the University. How rapidly the demand for University education is growing is shown by the fact that the strength of the B.A. classes has risen in five years by 42 per cent., and that of the F.A. classes by more than 50 per cent., notwithstanding the increased cost of education. Last year the advance in the former classes was 15 per cent. and in the latter more than 20. This demand for the highest literary education generally prompted by the hope of Government service is, I believe, beyond the present needs of the country, and must end in much public inconvenience and private misfortune.

7. As regards the Middle School Examination, I do not propose to reduce the value of a pass in the first class by limiting it to subordinate service because only lads of exceptional ability can hope to secure this class, and few of them will be content to terminate their education at this stage. Moreover, the concession will favor these first-class students who elect to study for the University, as they are already qualified for the public service and lose nothing by not appearing at this new examination.

8. I propose to name the examination the "High School Examination" as the term is in keeping with the "Middle School Examination." It would not be appropriate to call it the general test because there are other general education tests for admission to the public service.

9. I would especially point out that the creation of this examination will, if the Matriculation Examination be no longer a test for public service, enable the Government to abolish the handwriting test for matriculates, an examination which I hold to be a standing reproach to our secondary education. No less than (nearly) fifteen hundred young men appeared for this test last year. I would also mention, for the information of Government, that I have discontinued the comparative examinations of the fifth and lower fourth classes, so that the general sum of examination work will not be increased should this examination be instituted. In fact it is simply a new examination so far as the compulsory branches are concerned, and even these may be regarded as an expansion of the present handwriting test for matriculates.

10. Should the Government be pleased to approve these recommendations, I beg that the following gentlemen may be constituted a committee to work out the details of the scheme and embody the same in a draft notification on the lines of the middle school notification for submission to Government:—

MEMBERS.

Mr. J. Grose, Acting Member of the Board of Revenue.

„ G. H. Stuart, Acting Principal, Presidency College.

Rev. Dr. Jean, Rector, St. Joseph's College, Trichinopoly.

„ C. Cooper, Acting Principal, Madras Christian College.

Mr. J. Adam, Principal, Pachaiyappa's College.

Dr. John Bradshaw, Acting Inspector of Schools, Presidency Division.

The Director of Public Instruction to be Chairman, and Mr. Elliot, Secretary to the Commissioner for the Uncovenanted Civil Service Examinations, Secretary.

11. I request further that I may be authorised to have syllabuses in the subjects to be added to the technical education notification drawn up by small committees of specialists.

12. In conclusion I would recommend, if the scheme be approved, that the first examination in the compulsory subjects be held in May 1888, and that the Matriculation Examination cease to be a test for the public service after the close of that year.

13. I have not in this letter discussed the necessity of having such an examination in view of the State being thus enabled to exercise due control over upper secondary education, as I have enlarged upon the existing defects of the educational system in this respect in the letter referred to in the first paragraph. The institution of this examination is quite as necessary to remedy those defects as it is to provide for education of a practical character and to provide a more satisfactory test than the Matriculation Examination for admission to Government service.

ORDER

Dated 24th August 1887, No. 458, educational.

In the foregoing paper the Director of Public Instruction submits a preliminary sketch of a scheme for the establishment of a new public examination to be called the High School Examination. Three main objects in view in this proposal are—

(1) the completion of the bifurcation of studies, recommended by the Education Commission;

(2) the substitution for the Matriculation Examination of the University and the handwriting test of a fresh entrance examination for the public service, which, without ousting the Middle School Examination, will guarantee a higher and, when required, more technical qualification;

(3) the extension of the control of Government over upper secondary education.

2. The Government approve of the general scheme thus sketched, and authorise the Director to proceed with its elaboration. In

accordance with his request, the following gentlemen will be requested to form themselves into a committee to work out the details of the scheme and to embody it in a draft notification :—

Mr. H. B. Grigg, Director of Public Instruction, *President*.
 Mr. J. Grose, C.S., Acting Member of Board of Revenue.
 Dr. John Bradshaw, Inspector of Schools.
 Mr. G. H. Stuart, Acting Principal, Presidency College.
 Rev. C. Cooper, Acting Principal, Madras Christian College.
 „ Dr. Jean, Rector, St. Joseph's College, Trichinopoly.
 Mr. J. Adam, Principal, Pachaiyappa's College.
 Mr. E. H. Elliot, *Secretary*.

The committee will have power to add to its number.

3. The preparation of syllabuses in the subjects, which are additional to the technical education notification by small committees of specialists, to be selected by the Director, is sanctioned.

(True Extract.) H. E. STOKES.
Ag. Chief Secretary.

The Higher Examination in Commerce.

The above Examination for the year 1887 will be held at Pachappa's College, Madras, on the 8th December and following days.

2. The Examination shall be open to the following persons:—

- i. All pupils of the Fifth Class of a recognized Commercial School.
- ii. All those candidates that have passed the Middle School Examination with Branch VIII (Commerce) as their optional subjects.
- iii. All those that, having passed the ordinary Middle School Examination, have also passed in one or more of the commercial subjects for the Middle School Examination as extras.
- iv. All Matriculates.

3. Matriculates may appear for one or more of the Optional Branches on payment of a fee of Rs. 2 for each Branch brought up. They will be examined in the Optional Branch or Branches in which they come up and in Branch IV; if, however, they have passed the Middle School Examination in Commercial Correspondence, they will not be examined in Branch IV. Special certificates will be issued to them.

4. The fee for admission to the Examination shall be Rs. 5, and an additional fee of one Rupee shall be paid for each extra optional subject brought up.

5. The following is the Scheme of Examination.

SUBJECTS.

Candidates shall undergo examination in at least five subjects, namely, in Branches I, II, III, and IV and in one at least of the Branches V, VI, VII, and VIII.

COMPULSORY BRANCHES.

BRANCH I.—ENGLISH (MATRICULATION STANDARD)—(200 Marks).

- | | |
|--------------------------------------|----------|
| (a) Superior Penmanship | (40 „) |
| (b) Advanced Spelling | (40 „) |
| (c) English Language and Composition | (120 „) |

BRANCH II.—ARITHMETIC.—(100 Marks). Decimals, Vulgar fractions, Proportion, Square and Cubic measure, Square root and Cube root, Simple and Compound Interest, Mercantile Discount, Profit and Loss, Chain Rule.

BRANCH III.—GEOGRAPHY.—(100 Marks). The General Geography of the World, and the Geographies of India and the United Kingdom in particular.

BRANCH IV.—COMMERCIAL CORRESPONDENCE.—(100 Marks). The elements of Commercial Correspondence, as prescribed for the Middle-School Examination.

(Docketing; indexing; short abstracts; addresses; filling in forms, such as receipts, cheques, promissory notes, bills of lading; bank hypothecations, and letters of insurance; short formal letters relating to, say, orders, advices, quotations, circulars; postal rates and regulations of India and between India and Great Britain.)

OPTIONAL BRANCHES.

BRANCH V. PHONOGRAPHIC CORRESPONDENCE.—(200 Marks.)

(a) PHONOGRAPHY. (125 Marks.)

- i. Taking down in short-hand one or more passages dictated at the rate of 80 words a minute, and transcribing the same into long-hand (80 Marks.)

- ii. Transcribing into long-hand a lithographed passage in the reporting style. (45 Marks.)

Commercial terms to be freely employed; an acquaintance with the more common legal and shipping phrases will be expected.

(b) COMMERCIAL CORRESPONDENCE.—(75 Marks.)

Composing letters from dictated notes taken down in short-hand. The letters to bear on the subjects prescribed for Branch IV.

(A knowledge of the forms and phraseology of ordinary business letters, drafts, and shipping documents, indexing and docketing will be expected.)

BRANCH VI.—CORRESPONDENCE.—(200 Marks.)

(a) ADVANCED CORRESPONDENCE.—(125 Marks.)

The knowledge of Branch IV, more importance being attached to originality and independent work; Drafting trade circulars,

orders, advices, and quotations; Negotiable Instruments (bills, hundis, notes, and cheques); Documentary bills, with the more important trade customs about marine insurance.

The postal rates and regulations of India, between India, Great Britain, Ceylon, and France. (Inland Post, Foreign Parcel Post, Money orders, Postal orders.)

b. PRECIS-WRITING—(75 Marks.) Making abstracts of documents and correspondence, and expanding a precis into a correspondence.

BRANCH VII.—ACCOUNTS—(200 Marks:)

(a) SUPERIOR BOOK-KEEPING. (125 Marks.)

Single and double entry: A knowledge of the books usually kept in an office; statements of accounts; ordinary balance sheets, interest and insurances, consignment and partnership accounts. (Principles of Book-keeping, 50 Marks; Practical Book-keeping, 75 Marks.)

(b) ADVANCED COMMERCIAL ARITHMETIC. (75 Marks.)

Advanced problems on the subjects for the Middle School Examination with special attention to rapidity; the metric system of weights and measures; the moneys, weights and measures of India, Great Britain, France, Germany, Australia, and their exchange. Facility in the use of Exchange and Interest Tables.

(Practice, bills of parcels, tare and tret, interest, discount, partnership, averages and percentage, exchange, commission and brokerage, stocks.)

BRANCH VIII.—BANKING—(200 Marks.)

(a) The elementary principles and practice of BANKING.

The Negotiable Instruments' Act, Chapters I—III.

The Indian Stamp Act. Schedule 1 so far as it relates to Nos. (11) Bills of Exchange, (12) Bills of Lading, (13) and (14) Bonds, (19) Cheques, (23) Counterpart or duplicate. (125 Marks.)

(b) POLITICAL ECONOMY (Mrs. Fawcett's.) (75 Marks.)

MINIMA.

6. For a pass—*One-fourth* in each of the Branches II, III and IV.

One-fourth in each of the sub-divisions (a) and (b) of the optional subject, or subjects, selected.

One-third in the optional subject or subjects.

One-fourth in each of the sub-divisions a, b and c of Branch I.

One-third in Branch I.
and *One-third* on the whole.

2nd Class.—*One-half* in superior penmanship,
Forty-five per cent., in the optional subject,
and *Forty-five per cent.*, on the whole.

1st Class.—*One-half* in superior penmanship
One-half in the optional subject.
and *Sixty per cent.*, on the whole.

Failure in an extra subject shall not disqualify a candidate from passing, but the marks secured in that subject will in that case be omitted in calculating the total marks.

Candidates that appear under para. 3 must for a pass secure *one-fourth* in each of the sub-divisions (a) and (b) of the optional subject selected and *one-third* on the whole; for a 2nd class 45 per cent.; and for a 1st class 60 per cent.

Candidates on whom Branch IV is compulsory under para 3, must secure a minimum of *one-third* marks in that Branch, or no Certificate can be granted. This Examination in Branch IV being merely a qualifying test, the marks made therein will not be included in the aggregate.

TIME TABLE.

7. The examination will be conducted in the following order of time and subject:—

1st day	8th Dec.	10 — 11½ 11½ — 1 2 — 2½ 2½ — 3 3 — 5	Branch I. (c). English Language. do. English Composition. I. (a). Superior Penmanship. I. (b). Advanced Spelling. IV. Commercial Correspondence.
2nd day	9th Dec.	10 — 1 2 — 5	II. Arithmetic. III. Geography.
3rd day	10th Dec.	10 — 12 12 — 1 10 — 1 2 — 4 2 — 5	V. (a). 1. Phonography-Dictation and transcription V. (a). 2. Transcription. VII. (b). Advanced Commercial Arithmetic. V. (b). Phonographic Correspondence.
4th day	12th Dec.	10 — 1 2 — 5	VIII. (a). Principles of Book-keeping. VI. (a). Advanced Correspondence. VIII. (a). Banking. VI. (b). Precis-writing.
5th day	13th Dec.	10 — 1	VIII. (b). Political Economy. VII. (a). Practical Book-keeping.

8. The Director of Public Instruction, Madras, has, in recognizing a Commercial School or Class, made it a *condition of recognition* that the Masters of such School or Class shall pass the Higher Examination in Commerce.

9. Candidates must send in their applications for Examination on printed forms which may be obtained from the HEADMASTER of CHENGALROYA NAICKER'S COMMERCIAL SCHOOL, MADRAS. Application Form A is for the Higher Examination complete, and Application Form B is for the special subjects as prescribed in para 3. Applications should reach the undersigned not later than 1st November 1887. The examiners will be selected in consultation with the Madras Chamber of Commerce in accordance with the letter of the Secretary of the Chamber, dated 18th December 1885.

JOHN ADAM,

Principal,

Pacheappa's College, Madras.

Superintendence of Indian Students in England.

With a view of assisting parents in India desirous of giving their sons the benefit of an English education, the Committee of the National Indian Association are prepared to undertake the superintendence of Indian Students, during their stay in England, in the manner and on the conditions described in the following paragraphs:

1. The main object of their scheme is to afford counsel and assistance to the students, and provide for them a system of friendly supervision, under which, it is believed, many evils to which they are at present exposed may be avoided, and many advantages placed within their reach. It is hoped that by a system of carefully directed expenditure and frequent reports, much of that anxiety which is at present felt by parents may be removed.

2. With regard to age, the Committee are prepared to undertake the care and superintendence of Indian youths from—and in special cases below—the age of 14 years. It is not their wish to encourage parents to send their sons to England so young as to forget their home associations; but those who desire for their sons a thorough English education, or intend them to compete at examinations for the public service, should send them before they have completed their fifteenth year.

3. To ensure effective supervision, the Committee have appointed Mr. ALGERNON BROWN, M. A. of the University of Oxford, Barrister-at-Law, who has lately visited India, and has had successful experience in the training of Indian youths, to be Superintendent of students committed to their care. Mr. Brown will, unless it be otherwise specially provided, make the requisite arrangements for schooling,

tutors, professional training, lodging, &c., under the general counsel and direction of the Committee, and with careful regard to the wishes of parents.

4. Tutors, Schools, Colleges, places of abode, will be selected with reference to individual requirements and in view of the student's future. It is not proposed to establish a general boarding-house.

5. In advising as to the student's profession or calling for life, the Committee will be guided by the wishes of his parent or guardian; in the absence of any expressed desire, it is recommended that the student should follow the advice of the Committee in coming to this important determination.

6. The Committee particularly desire their arrangements to include abundant opportunities for enabling each student to obtain an intimate knowledge of the best side of English home-life and manners.

7. In addition to providing facilities for general, professional, and technical education, they deem it important to promote some acquaintance with the manufactures of this country, especially such industries as are suitable to India.

8. The Committee are prepared to arrange to give the student the benefit of English or European travel, if it is desired; but this will, of course, involve additional expenditure.

9. With regard to expenses, it is estimated that the amount required will be:

For an ordinary school education	£200 a year.
For a Student at the University	£275 „
For an Indian Civil Service Student... ..	£275 „
For a Law Student at the Inns of Court... ..	£250 „

These sums include tuition, board and residence, dress, vacation expenses, and cost of superintendence; but do not include expenses of outfit on arrival, which are estimated at about £30; nor would these sums include admission fees on entering an Inn of Court, which are about £150. For other professional and technical training, the amount must be settled in each case according to the course of study decided on.

10. Yearly or half-yearly prepayments of the annual sum agreed upon are strictly required.

Further, to meet unforeseen expenses, including medical attendance, a deposit of £100 must be paid on or before the student's arrival in England; but this deposit, or any balance remaining, will be refunded on his return to India. The interest accruing on this deposit will be credited to the student's current account.

11. All payments to be made to the Hon. Secretary or the Hon. Treasurer of the National Indian Association. The Committee earnestly recommend parents and guardians to abstain from sending the student any money except through this channel.

12. Detailed statements of accounts and particulars of the student's progress will be sent, at the end of each quarter, to his parents or guardians.

13. Students are advised to bring only such clothes with them as are necessary for the voyage, which should include a thick overcoat and warm underclothing.

English clothing is procured better and at less cost in England. Indian costume, being unsuited to the climate, is not ordinarily worn by Indian students, but it is desirable that the student should provide himself with such dress, for use on special occasions.

14. For the voyage to England, the P. & O. Steam Navigation Company is recommended, owing to the punctuality of its service; but the British India, the Star, and other Lines, are in many other respects equally good, and somewhat less expensive.

By the P. & O., the cost of a 1st class passage from Calcutta or Bombay is Rs. 680; 2nd class ditto, Rs 370. Travelling expenses over and above this need not in either case exceed £5.

15. Due notice being given, Students will be met on their arrival and provided with a suitable home, pending arrangements of a more permanent kind.

16. A *Paper of Information for Indian Gentlemen proposing to Study in England*, which supplies particulars respecting legal, medical, engineering, and technical training, and examinations, &c., has been issued by the Committee; price one Rupee. This pamphlet can be obtained from the Hon. Agents of the Association in India, and from leading booksellers.

17. The name and address of the Association are registered in the Government Telegraph Code, the word being "Omnes." A message sent from any telegraph office to "Omnes," London, will be delivered to the Hon. Sec. of the Association.

18. Honorary Agents of the Association have been appointed as follows:

Bengal: Syed Ameer Ali, Esq., C.I.E., 9 Harrington Street, Calcutta; Manomohun Ghose, Esq., 4 Theatre Road, Calcutta. *Bombay*: K. M. Shroff, Esq., 6 Mody Street, Fort; D. R. Chichgar, Esq., Girgaum Road. *Katthiavar*: Kumar Shri Harbhamji Ravaji of Morvi; M. A. Torkhud, Esq., F.G.S., Rajkumar College. *Madras*: John Adam, Esq., M.A., Patcheappah's College. *N. W. P. and Oude*: Kumar Shiva Nath Sinha, Elgin Road, Allahabad; Raja Uday Pratab Sing, Bahadur of Bhinga; Pundit Bishan Narayan Dar, Lucknow. *Punjab*: Haji Ghulam Husain; Roshan Lal, Esq., Lahore. *Central Provinces*: Rao Gangadhar Rao M. Chitnavis, Nagpur; Sadarshiv Ramachandra Narain, Harda. *Ceylon*: James Pieris, Esq., M.A., Colombo.

Parents or guardians desirous of placing their sons or wards under the care of the Association, should apply to one of the Hon. Agents, or, if they prefer, send an application accompanied with references, to the Hon. Secretary of the National Indian Association.

Educational Notifications.

FORT ST. GEORGE GAZETTE, SEPTEMBER 27, 1887.

Leave.

No. 62.—Mr. J. B. Bilderbeck, B.A. Acting Principal, Kumbakonam College, furlough for one year from or after 3rd October 1878. under section 132 of the Civil Leave Code.

Appointment.

No. 63.—Mr. James Moss, B.A., Head Master, Mangalore College, and Acting Principal, Rajahmundry College, to act as Principal, Kumbakonam College, in the Fourth Class, during the absence of Mr. J. B. Bilderbeck on furlough, or until further orders.

FORT ST. GEORGE GAZETTE, OCTOBER 4TH, 1887.

Educational Department.

Surgeon-Major H. Allison to act as Professor of Chemistry, Medical College, without prejudice to his own duties, *vice* Surgeon-Major McNally, from 17th August 1887, until he is relieved by Surgeon J. L. VanGeyzel.

DEPUTY INSPECTORS' TESTS.

1. The Commissioner for the U. C. S. Examinations hereby notifies that the examination for regulating the first appointment and subsequent promotion of Deputy Inspectors of Schools prescribed in Government Notification of the 15th June 1887, No. 44, will be held on Thursday the 26th January 1888 and two following days.

2. The examination is open to the following persons:—

- i. All probationary Deputy Inspectors and Deputy Inspectresses.
- ii. All teachers and Inspecting Schoolmasters in the service of Government and of Local Boards who, if masters, have passed the F. A. Examination; or, if mistresses, the Matriculation Examination.
- iii. All others, whether in the service of Government or not, who, possessing the above general educational qualifications, are specially permitted by the Director of Public Instruction to appear for the examination on the production of a certificate from an Inspector of Schools, or from the Principal of a First-grade College, Government or Aided, testifying to the candidate's fitness for the office of Deputy Inspector.

3. The examination will be conducted as noted below :—

Day.	Hour.	Subject.
First day ...	10 A.M. to 1 P.M. ...	Test A—Grammar and Composition.
	2 P.M. to 5 P.M. ...	Test A—Translation.
Second day ...	10 A.M. to 2 P.M. ...	Test B, Branch I—The office and general duties of a Deputy Inspector and Precis-writing.
	3 P.M. to 5 P.M. ...	Test B, Branch II—The Standing Orders of the Educational Department.
Third day ...	10 A.M. to 1 P.M. ...	Test B, Branch III—The Grant-in-Aid Code.
	2 P.M. to 5 P.M. ...	Test B, Branch IV—Topography and Population Statistics, &c.

4. No candidate will be required to come up for Tests A and B at the same time, or to appear in more than two of the branches of Test B at the same examination.

5. The fees for admission to the examination in the case of all candidates are Rs. 12 for Test A and Rs 6 for each branch of Test B that may be brought up. The fees should be paid into a Government Treasury and the Treasury officer's receipt must accompany the application. No fee will be received in this office.

6. All applications should be sent direct to this office to the undersigned, post paid, superscribed and addressed as follows :—
[Application for admission to the Deputy Inspectors' Examination.]

To

THE SECRETARY TO THE COMMISSIONER
for the U. C. S. Examinations,

and they should be despatched so as to reach the Commissioner's Office not later than the 30th November. Printed forms of application may be had at this office.

(By order.)

Office of the Commissioner
for the U. C. S. Examinations,
MADRAS, 8th September 1887.

E. H. ELLIOT,
Secretary.

NOTICE TO MATRICULATED CANDIDATES FOR THE HANDWRITING TEST.

The Commissioner for the Uncovenanted Civil Service Examinations hereby notifies that the Handwriting Test for Matriculated Candidates will be held on Monday, the 5th December next, at 12 noon.

TEXT-BOOK FOR MIDDLE SCHOOL EXAMINATION.

The Director of Public Instruction notifies that the following Text-book in Latin for the Middle School Examination has been prescribed for 1888 :—

Cæsar De Bello Gallico, Book V, Chapters 1—25.

H. B. GRIGG,

MADRAS, 19th September 1887.

Director of Public Instruction.

A-33

OF GREAT SERVICE TO MATRICULATION AND F.A. STUDENTS.

SLATER'S ENGLISH HISTORY SHEETS :

being a Synopsis of all important Events, together with Tables of Battles, Treaties and Statutes, and Genealogical Trees.

PRICE 6 As.

The arrangement of matter on distinct sheets, so as to bring a complete period or reign before the eye at a glance, is a distinguishing feature of the work; while the analytical form helps recollection. Relative importance of Events is marked by different kinds of type.

Apply to

ADDISON & CO.,
188, Mount Road, Madras.

NOTICE.

THE BEGINNER'S MATHEMATICS,

In Twelve Monthly Parts,

FOR USE IN MIDDLE SCHOOLS IN INDIA,

BY

C. K. VIRARAGHAVA CHARIAR,

Peddu Naick's Petta Middle School, Madras.

Subscription in Advance Re. 1-4 as. per copy.
Packing and Postage 4 as. extra.

This Volume will be demy 12mo. size, each issue consisting of 36 pages. The required portion for the Middle School Examination in Arithmetic and Algebra will be treated in full with numerous exercises thereon and in Geometry Book I. The first number is ready, and the subsequent numbers will be issued on the 20th of every month.

CALCUTTA AND BOMBAY ENTRANCE EXAMINATIONS.

SOUTHEY'S LIFE OF NELSON, IN TWO VOLUMES.

The complete Text, with very full Notes.

Price Rupees 2.

Booksellers allowed a liberal discount.

JOURNAL OF EDUCATION OFFICE, 188, MOUNT ROAD,
MADRAS.

THE MADRAS COMMERCIAL PRIMER.

THIS SERIES is specially designed to meet the requirements of the new Commercial Branch of the Middle School Examination. These Primers are written by Mr. ADAM, or compiled under his instructions and supervision, with the co-operation and under the inspection of the Director of Public Instruction, Madras.

COMMERCIAL ARITHMETIC.

BY JOHN ADAM, M.A., AND K. RAMANUJA CHARIAR, B.A.,
THE PRESCRIBED TEXT BOOK

FOR

THE MIDDLE SCHOOL EXAMINATION, BRANCH VIII (a.)
Forming also a Manual for the Matriculation Examination.
Price 10 Annas—Packing and Postage Extra, 1 Anna.

COMMERCIAL CORRESPONDENCE.

BY JOHN ADAM, M.A.
THE PRESCRIBED TEXT BOOK

FOR

THE MIDDLE SCHOOL EXAMINATION, BRANCH VIII (b.)
Price 1 Rupee—Packing and Postage Extra, 2 Annas.
PREPARED specially to meet the requirements of the Middle School Examination in Commerce. This work will be found a most useful hand-book and companion to Writers, Clerks and all engaged in business or office work.

THE COMMERCIAL ATLAS OF INDIA,

BY T. RUDDIMAN JOHNSTON, F.R.G.S.,
FOR

THE MIDDLE SCHOOL EXAMINATION, BRANCH VIII (d.)
Price 4 Annas—Packing and Postage Extra, 1 Anna.
This Atlas is well adapted for use with Duncan's Geography.
The Maps can be had large size for Classes, Cloth Rollers, Rs. 12 per set of eight.

Apply to

Mr. P. SANJEEVAYYA,
Writer, Pacheappa's College, Madras.

SCHOOL TEXTS FOR INDIAN STUDENTS, ^{A34}

BY

JOHN ADAM, M.A.,
Principal, Pacheappa's College;
Fellow and a Mathematical Examiner of the Madras University;
Formerly Senior Scholar, Pembroke College, Cambridge.

THE FIRST EUCLID.

THE DEFINITIONS, AXIOMS AND PROPOSITIONS
I—XVI. (BOOK I.)

With Easy Notes, Explanations and Deductions, a Vernacular Glossary and the Enunciations of the Propositions in TAMIL AND TELUGU.

For Lower IVth Classes and Standard VI.

Price 4 Annas—Packing and Postage Extra, 1 Anna.

EUCLID—BOOK I.

WITH INTRODUCTION, NOTES, GRADUATED EXERCISES AND
A GLOSSARY OF VERNACULAR EQUIVALENTS AND
EXPLANATIONS.

THE PRESCRIBED TEXT BOOK

FOR THE

MIDDLE SCHOOL EXAMINATION.
EIGHTEENTH THOUSAND.

Price 8 Annas—Packing and Postage Extra, 1 Anna.

EUCLID—BOOKS I—III.

(UNIFORM WITH BOOK I.)

CONTAINING A COMPLETE COLLECTION OF THE DEDUCTIONS
ON BOOKS I, II, III, SET IN THE VARIOUS EXAMINATIONS
OF THE UNIVERSITY OF MADRAS.

THE BEST TEXT BOOK

FOR THE

MATRICULATION EXAMINATION.
FOURTH THOUSAND.

Price 1 Re.—Packing and Postage Extra, 2 Annas.

Apply to

Mr. P. SANJEEVAYYA,
Writer, Pacheappa's College, Madras.

1237

ALGEBRA EXAMPLES FOR MIDDLE AND HIGH SCHOOLS.

By J. COOK, M.A.,
Principal, Central College, Bangalore.

Part I. Price Re. 1.

RECOMMENDED BY THE DIRECTOR OF PUBLIC INSTRUCTION FOR THE MIDDLE SCHOOL EXAMINATION.

OPINIONS OF THE PRESS.

"We consider the book an excellent one, and the best of its kind that has yet been published in this country."—*Madras Journal of Education*.

"The idea is excellent, and the execution is equal to the plan. Each exercise is accompanied by a model solution, and to the whole is prefixed a summary of rules and formulæ which should be of constant value."—*Christian College Magazine*.

"Mr. Cook's experience of Indian Schools has enabled him to learn exactly what is most needed in the teaching of Algebra."—*Madras Mail*.

"The object of Mr. Cook's book is to supply sets of examples of practically equal difficulty for use in classes: so arranged that no two boys near one another have the same sums to work."—*Madras Standard*.

Part II. Price one-and-a-half Rupees.
Just Published.

OPINIONS OF THE PRESS.

"We hope that before long the teaching of Algebra in this country will be modelled on the lines adopted by Mr. Cook."—*Christian College Magazine*, September, 1887.

"We would strongly recommend its introduction in place of all existing Text-books."—*Madras Standard*, 31st August, 1887.

"This carefully compiled work commends itself at a glance."—*Madras Advertiser*, 3rd September, 1887.

"This Second Part of Mr. Cook's Algebra Class book is a very admirable piece of work, and will, we trust, receive that high appreciation from teachers that its merits deservedly entitle it to obtain."—*Madras Journal of Education*, September, 1887.

"To many of our Indian teachers several of the methods here introduced are certain to be novel, for they are not to be found in any of the Text-books in use."—*Madras Mail*, 14th September, 1887.

APPLY TO

LAWRENCE ASYLUM PRESS, Madras;
MESSRS. ADDISON & CO., Mount Road, Madras;
V. KALYANARAM IYER, Esplanade, Madras;
TRACT AND BOOK DEPOT, Bangalore;
OR TO THE AUTHOR.

TEACHERS' AGENCY.

ADDISON & CO.

HAVE OPENED TWO REGISTERS:

1. Vacancies in Schools.
2. Teachers seeking appointments.

THE Registration fee is Re. 1 in each case, and Rs. 5 on an appointment being obtained through the Agency.

Committees and Principals should state their requirements briefly, and Teachers should send a short summary of their qualifications, together with copies of their testimonials in their own handwriting.

The *Journal of Education* will be used to notify all such requirements.

WANTED, a First Class graduate for a Mission School in Godavery District. Salary Rs. 60 to Rs. 70 according to qualifications.—ADDISON & Co.

NOW READY.
THE
MATRICULATION TEXT-BOOK OF
ENGLISH HISTORY.
FOURTH EDITION,
REVISED AND ENLARGED.

OBSERVER PRESS, OOTACAMUND.

Price Annas 12.
[Packing and postage one anna extra.

Agent at Madras:
V. KALYANARAM IYER,
Bookseller,
Esplanade Row, Madras.

SUNDER PANDURANG,
BOOKSELLER, STATIONER AND COMMISSION AGENT,
KALKADEVI ROAD, BOMBAY.

New Books Constantly Received from England and disposed of at
MODERATE PRICES.

Trial order earnestly solicited. Catalogue free on application.

NEW WORK FOR INDIAN STUDENTS.

ENGLISH IDIOMS AND HOW TO USE THEM:

By W. McMORDIE, M.A.

Full Cloth cr. 8vo. Pages 400: Price Two Rupees & a Half; by Post Rs. 2-11-0.

This Book explains a very large number of English Idioms, and shows by Examples how to use them in Composition. There is an Appendix of 36 pages, explaining such common allusions to persons and incidents mentioned in the Bible as are often to be met with in English literature. This Volume should be a most valuable help to students in acquiring idiomatic English.

Also by the same Author—

I. STUDIES IN ENGLISH.

25th Thousand. Pages 180: Price 12 Annas; by Post 13 Annas.

This Manual, now largely used in Indian schools, shows how to correct common mistakes made by Indian speakers and writers in English.

I. ENGLISH COMPOSITION:

Third Edition: Pages 112: Price 10 Annas; by Post 11 Annas.

Prepared specially for Indian schools. Has 300 progressive Exercises on subjects suited to the capacity and knowledge of Indian school pupils. Begins with Composition of easy Sentences, and advances step by step to letters and Essays.

Sold by **SUNDER PANDURANG,**
Bookseller, Kalkadevi Road, Bombay.

127
THE MAHARANI,
A PICTORIAL MAGAZINE FOR GIRLS' SCHOOLS

AND

HOME READING,

IN TAMIL.

Published every other month,

OR

Six numbers to the yearly Volume.

Terms—Annual Subscription payable in
advance Rs. 2. Postage As. 3.
Single copy payable in advance... As. 6. „ 1/2.

THE MADRAS CHRISTIAN COLLEGE MAGAZINE.

A Monthly Journal of Literature, Philosophy, Science, and Religion. Published on the 10th of each month.

Price per annum, Rs. 5; postage 12 annas. To all *bona fide* students, Rs. 4-4, including postage. Subscription in England, 11s.

This Magazine, having the largest circulation of any Indian Monthly; and being read by those interested in education all over India, is an admirable medium for educational and other advertisements.

RATES OF ADVERTISEMENTS.

	Single inscription.	Six months.	Twelve months.
Outside of Cover	... Rs. 7-8	Rs. 40	Rs. 75
One page (inside)	... „ 5-0	„ 27	„ 50
Half „	... „ 3-8	„ 19	„ 35
Quarter page „	... „ 2-0	„ 11	„ 20

For further particulars, apply to **THE MANAGER,**
January 1887. *Christian College, Madras.*

FOWLER'S DISCIPLINE AND INSTRUCTION.

NEW & ENLARGED EDITION.
NOW READY.

Price—Re. 1-8. (Postage Extra.)
THE MANAGER,
OLD COLLEGE, MADRAS.

NOW READY.

SINCLAIR'S

BRIEF OUTLINES OF INDIAN HISTORY

FOR USE IN

PRIMARY AND RESULTS GRANT-IN-AID SCHOOLS.

Kanarese Edition Ten annas.

Malayalam „ Do.

Apply to the Superintendent, Basel Mission Book Depository,
Mangalore.

NOW READY.

Super-Royal, 16mo, Pages 407, Cloth, Price Rs. 2.

ENGLISH IDIOMS,

PHRASES, PROVERBS, ALLUSIONS, AND QUOTATIONS, WITH THEIR
EXPLANATIONS FOR INDIAN STUDENTS.

BY

M. MACMILLAN, B.A., Oxon;

Professor of Logic and Moral Philosophy at Elphinstone College, Bombay,

AND

A. BARRETT, B.A., Lampeter;

Professor of English at Elphinstone College, Bombay.

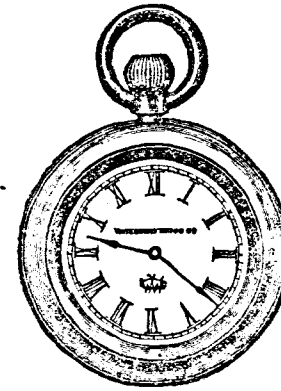
[3,000 References.]

GOPAL NARAYEN & CO.,

Booksellers, Bombay.

SCHOOL PRIZES.

Guaranteed for one year.



Recommended by thousands
of leading men.

THE
WATERBURY WATCH.

Price only Rs. 8-8. By V. P. P. Rs. 8-14.

THE SCHOOLBOY'S FRIEND.

THE

WATERBURY WATCH

Price only Rs. 8-8. By V. P. P. Rs. 8-14.

AGENTS:—Madras: Framjee Pestonjee Bhumgara, and Addison & Co., Mount Road; Faciollé and Co., Popham's Broadway; Lippert's Hotel, Beach; Davie & Co., Pursewalkum; Madras Railway Co-operative Stores, Ltd., Royapuram; Bangalore: Drummond & Co., Furniture Manufacturers; Pondicherry: G. Dartnell; Tindivanam (South Arcot): T. K. Venkatarama Iyer; Tirupati: A. Venkataramana Iyer, Stamp Vendor; Tellicherry: N. P. deConceicao, C/o. Messrs. Alston, Low & Co.; Chidambaram: C. Subbarayer, Stamp Vendor; Ramnad: G. Vadana-yagam Nadar; Trivandrum: Marse and Co.; Guntakul: F. G. Marten & Co.; Arkonum: Railway Bookstall; Tuticorin and Palam-cottah: T. Paul & Co.; Coconada, T. Ramakantarow and Co.; Negapa-tam: S. I. R. Co-operative Stores; Trichinopoly: Mrs. H. Martin, Women's Workroom and T. S. Ponnusawmy Daven & Co., Worriore; Cochin: Aspinwall and Co.; Calicut: Andrew & Co.; Cuddapah: E. D'Castellas; Tinnevely: Subraya Pondyaji, Mannargudi: A. D. Gopal Ayengar; Vellore: V. Dorasawmy Mudaliar & Brothers; Trichur: P. V. Cheryan; Coimbatore: European Warders' Reading Room, Central Jail; Guntur: American Mission Reading Room; Pollachi: C. E. Venkata-rammaya; Shevaroy Hills: Oakes & Co., Yercaud; Masulipatam: V. Ba-payya; Bezwada: M. Etherajulu Pillay & Co.; Madura: M. V. Rama-sawmy Aiyar, Native High School. Agents required in other districts.—Apply to Addison and Co.

"THE WATERBURY"

JUBILEE WORD COMPETITION.

PRIZES AMOUNTING TO

RS. 1,000.

Will be distributed on February 1st, 1888, to those holders of Waterbury Watches purchased before December 31st, 1887, who find the greatest number of words which may be formed out of the letters contained in

"WONDERFUL WATERBURY."

Only words in the English language will be admitted, and must be contained in Webster's Condensed Dictionary, 1886 or 1887 edition. The Dictionary may be obtained post free from THACKER AND CO. (LD.), BOMBAY, Price Rs. 2-12-0.

Conditions of competition may be had at the Office of the Company. Coupon entitling holder to compete will be sent with each Watch.

1st Prize	...	...	Rs. 500	3rd Prize	...	Rs. 100
2nd	"	"	200	20 Prizes	"	10 each.

A WORD TO THE WISE.

Do not be deceived by glowing advertisements into purchasing worthless hand-made Swiss Watches under fancy names, when you can buy a 'WATERBURY'

Made by Machinery,
Uniform in quality,
Simple in Construction,
Repaired for a Rupee or less.

AMERICA versus SWITZERLAND,
Machinery beats cheap labour.

The Waterbury still increases in popularity, notwithstanding the puffing advertisements and impudent assertions of disappointed watch jobbers who make a living out of exorbitant charges for repairs.

If you must have a cheap Swiss Watch, the Agent of the Company will procure any make of Watches sold in the Indian market for 25 per cent. less than the advertised price, and deliver in good going order; he will give no guarantee, nor undertake repairs at any price.

The testimony as to the value of the WATERBURY is overwhelming, and admits of no dispute.

TESTIMONIALS BY TENS OF THOUSANDS.

The proof of the pudding is in the eating.

The proof of the watch is in the going.

The "Waterbury" Jubilee Puzzle, a pretty metal medal, price 1 anna, is now ready. *Postage Half Anna.*

CHAINS in all patterns for the Waterbury from One Rupee Four Annas to Three and a half Rupees. Warranted equal in appearance to Gold and Silver, and will stand acids.

The Waterbury may be obtained of Agents throughout the Presidency, or from the sole wholesale agents for Madras Presidency—

ADDISON & CO., Mount Road, Madras.

READY FOR DELIVERY.

MADRAS UNIVERSITY

FIRST ARTS EXAMINATION, 1888.

With permission of the copyright holders,
the Text of

Macaulay's Essay on Hampden, and Newman's Office
and Work of Universities, (Chapters I to VIII.)

WITH FULL NOTES,

By R. S. SHEPPARD, B.A.,

Principal, Hindu College, Vizagapatam.

Rs. 2-8 net cash; postage, Ans. 2.

12 or more copies, Rs. 2 each.

HIGGINBOTHAM & CO.

MADRAS BIBLE SOCIETY.

AUXILIARY TO THE BRITISH AND FOREIGN
BIBLE SOCIETY, LONDON.

President.—THE RIGHT REVEREND THE LORD BISHOP OF MADRAS.

Vice-President.—THE HONORABLE C. G. MASTER, C.S.I.

HEAD OFFICE AND CHIEF DEPOT:—

MEMORIAL HALL, MADRAS.

BRANCH DEPOTS IN THE PRINCIPAL TOWNS OF THE PRESIDENCY.

The Scriptures may be had in the Indian, English and other European and Foreign languages in a great variety of types and styles of binding. All the Indian versions and some of the English Bibles, Testaments and Portions are sold below cost price so as to place them within the reach of the poor. Annual distribution by sale over 100,000 copies. Orders should be sent to the Secretary, Memorial Hall, Madras, or to the Secretaries of the Local Branches, by all of whom subscriptions and donations will be thankfully received. Catalogues will be forwarded on application to the Madras office. Particulars of the society's work are given in the Annual Report and in other publications.

A PRIZE OF Rs. 500.

A SPECIAL prize of Rs. 500 will be given to the winner of the Waterbury Word Competition *first* prize if the watch purchased by the winner was procured from ADDISON & Co., or either of their Agents in S. India.

A *Special* prize, value Rs. 100, will be given to the winner of the second prize if that winner purchased his watch from ADDISON & Co., or either of their Agents.

Conditions of the Word Competition for Rs. 1,000 can be obtained from any Waterbury Agent.

THE WATERBURY WATCH, CASH Rs. 8-8.

ADDISON & CO.,

(NEW ADDRESS)

188, MOUNT ROAD, MADRAS.

(Printing Works at No. 158, Mount Road.)

NOTE PAPER in great variety, from R. 1 per ream upwards.

ENVELOPES to match, from Rs. 2-4 per 1,000.

PENS—Macniven and Cameron's, Brandauer's, and Gillott's.

INKSTANDS—Perry's.

INK—Printing and writing inks of all kinds.

CARDS—Plain or ornamental.

CRICKETING Materials at moderate prices.

PHOTO FRAMES, in plush.

TRAVELLING TRUNKS—Patent steel wood bound, from Rs. 15.

CASH BOXES, DESPATCH BOXES, Stationery cases, and uniform cases of best quality.

BLOTTERS and Scrap Albums.

PENCILS of various colours and qualities.

"Club" Cigars, as supplies to the Madras and Rajahmundry Clubs.

THE CYCLOSTYLE Recommended as a very simple process for producing from 1 to 500 Examination Papers. Send for prices. The simplest apparatus in the Market.

ADDISON & CO.,

188, Mount Road, Madras.

ADDISON AND CO.,

Educational Printers and Publishers,
188, MOUNT ROAD, MADRAS.

AAS

BOOKS FOR SALE.

	Prices including Postage.
Rs. a. p.	
Adolphus' School Geography of the World ...	0 15 0
BRADSHAW'S, Dr. John, Paradise Lost, Books VII to XII. 1 9 0	
Do. Paradise Lost, Book IV., with Notes and Lay of the Last Minstrel ...	1 5 0
Do. Lay of the Last Minstrel ...	0 9 0
Do. Paradise Lost, Book IX., with Notes ...	0 9 0
Do. Milton's Samson Agonistes with Notes ...	0 8 0
Do. English Anthology ...	1 1 0
BARROW'S Notes on the Talisman of Sir W. Scott ...	1 9 0
Do. B. A. English Text for 1887, containing the selections from Pope, Collins, Burns, &c., Scott's Essay on Chivalry and Milton's Areopagitica ...	1 10 0
Do. Early Empire of Rome ...	1 10 0
Do. Morte D'Arthur, with Notes ...	1 5 0
Do. Rime of the Ancient Mariner, with Notes ...	1 1 0
Do. Notes on Collins' Cicero ...	1 1 0
Do. CEnone and Ulysses, with Notes ...	0 11 0
BAZELY'S BOOK-KEEPING ...	1 10 0
COOK'S Experimental Teaching of Chemistry and Physics..	0 6 0
Do. Class Book of Algebra Examples ...	1 6 0
Dhanakoti Raju's Elements of Hygiene ...	1 6 0
ENGLISH TEXT for Matric. Exam. 1887 ...	0 13 0
English and Tamil Dialogues ...	0 9 0
English and Telugu do. ...	0 8 0
Garthwaite's Teachers' Hand-book ...	0 13 0
Guruswami Aiyar's Key to Moral Class Book ...	0 7 0
Do. do. to Fourth Book ...	0 7 0
Do. Examination Papers on Physics and Physical Geography ...	0 5 0
Do. Stepping Stone to Physics ...	0 9 0
Do. Companion to English History ...	0 9 0
Do. Hand-book of the Middle School Candidate (1885) ...	1 6 0
Hanumanta Rau's First Lessons in Geometry ...	0 13 0
Hensman's Facts and Words ...	0 2 0
JOSEPH PILLAY'S Manual of Phraseology ...	2 2 0
Do. Compendium of Geography ...	0 12 0
Do. A Tamil thirty days system, with key ...	2 2 0
Do. How to write English, Part I ...	0 6 0
Do. do. do. " II ...	0 7 0
Do. do. do. " III ...	0 5 0
Kappusawmi's Select Questions in Arithmetic ...	1 6 0
Krishnaya's General Sketch of Indian History ...	0 13 0
Krishnaswami Aiyar's History of India, Parts III and IV. ...	0 12 0
Lazarus', Daniel, Examination Papers in Arithmetic ...	0 13 0
MARGÖSCHIS, Notes on <i>Quentin Durward</i> ...	1 6 0
MORGAN'S Elementary English Grammar ...	0 6 0

	Prices including Postage.	Rs.	a.	p.
Macmillan's Analysis of Sentences ...	...	0	11	0
Notes on Southey's LIFE OF NELSON, Chaps. I to V. (Addison Press Series), with Text ...	...	1	2	0
Do. Chapters VI to IX, with Text ...	...	1	2	0
POPE'S, Rev. G. U., Text-book of Indian History...	...	4	8	0
Ponnusawmy Chettyar's Stamp Manual ...	...	4	4	0
Ramnarrain Panday's Notes on European History...	...	0	4	0
Do. Notes on Physiology ...	...	0	3	0
Samidoss' Epitome of English Grammar ...	...	0	13	0
Sattthianadhan's Hand-book of Psychology ...	...	0	13	0
Do. England and India ...	...	0	9	0
SLATER'S English History Sheet ...	...	0	7	0
Subramania Iyer's Hand-book of Matriculation English, Parts I and II. ...	...	1	4	0
S. Srinivasa Aiyar's Problems in Arithmetic ...	...	1	6	0
Do. Rudiments of Algebra ...	...	1	2	0
Do. Key to Rudiments of Algebra ...	...	1	12	0
UNIVERSITY and Middle School Examination Papers. (Supplement to the "Madras Journal of Education.") ...	...	0	10	0
VENKATASUBBARAU'S Chemistry & Physics Made Easy ...	...	0	13	0
Do. Algebra Made Easy for Middle School. ...	...	0	7	0
Do. do. do. for Matriculation ...	...	0	11	0
Do. English History Made Easy ...	...	0	7	0
Do. Indian History Made Easy ...	...	0	7	0
Do. Arithmetic Made Easy for Third and Primary Classes... ..	...	0	9	0
VENKATASALU'S Notes on Physics and Chemistry ...	...	1	2	0
Do. Notes on Physical Geography ...	...	0	7	0
Garthwaite's First Reader, Anglo-Tamil... ..	...	0	3	0
Do. Second Reader, Anglo-Tamil ...	...	0	7	0
Marden's Third Reader, Anglo-Tamil ...	...	0	7	0
Barrow's Fourth Reader, Anglo-Tamil ...	...	0	13	0
Bradshaw's Fifth Reader, Anglo-Tamil ...	...	0	14	0
Garthwaite's First Reader, Anglo-Telugu ...	...	0	3	0
Do. Second Reader, Anglo-Telugu ...	...	0	7	0
Barrow's Fourth Reader, Anglo-Telugu ...	...	0	13	0
Tamil Poetical Anthology No. 1 ...	...	0	2	0
Pope's 1st Grammar (Anglo-Tamil) ...	...	0	2	0
Practical Dictionary (Anglo-Tamil) ...	...	0	14	0
Tamil Arithmetical Tables ...	...	0	1	6
Colenso's Arithmetic No. 1 (Tamil) ...	...	0	5	0
Do. do. No. 2 (Tamil) ...	...	0	9	0
Telugu First Book of Lessons ...	...	0	2	0
Do. Second Reader M. S. Series ...	...	0	3	0
Do. Third Reader M. S. Series ...	...	0	5	0
Seshayya's Grammar (Telugu) ...	...	0	3	0
Venkayya's Grammar (Telugu) ...	...	0	4	0
Anglo-Telugu Dictionary ...	...	0	15	0
Colenso's Arithmetic No. 1 (Telugu) ...	...	0	5	0
Do. do. No. 2 (Telugu) ...	...	0	9	0
Telugu Arithmetical Tables ...	...	0	3	0
Brief and Familiar Sketches of different countries of the world, Part I ...	...	0	5	0
The Empire on which the sun never sets (16 colored maps). ...	...	0	5	0

AA7

NOW READY.

ENGLISH MATRICULATION TEXT for 1887, reprinted
by ADDISON & Co. Cash 12 As. Postage 1 Anna. Only a
limited number printed.

ADDISON PRESS SERIES

OF

ANNOTATED TEXTS

FOR

INDIAN STUDENTS.

SOUTHEY'S

LIFE OF NELSON,

WITH

FULL NOTES.

IN 2 VOLS.,

Price Re. 1-8-0 Each.

A FULL ANALYSIS

OF

MILTON'S AREOPAGITICA,

WITH

NOTES ON

SCOTT'S ESSAY ON CHIVALRY

AND

JOHNSON'S LIVES OF ADDISON AND POPE.

Price Re. 1-8-0.

JOURNAL OF EDUCATION OFFICE, 188, MOUNT ROAD,
MADRAS.

ENGLISH LITERATURE.

WILL BE READY IMMEDIATELY.



VERY USEFUL FOR B.A. STUDENTS

CAREFULLY SELECTED SUMMARIES

OF THE

CHIEF POEMS IN THE LANGUAGE,

TOGETHER WITH

FULL AND ACCURATE TABLES

OF

ENGLISH LITERATURE.

Price per Copy, Six Annas; by Post, Seven Annas.

Interleaved, Eight Annas; by Post, Nine Annas.

Only 500 copies printed, so order at once.

