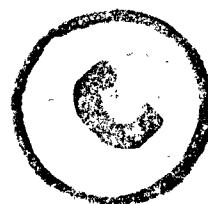
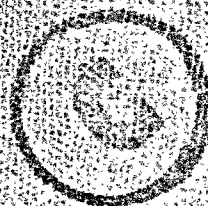


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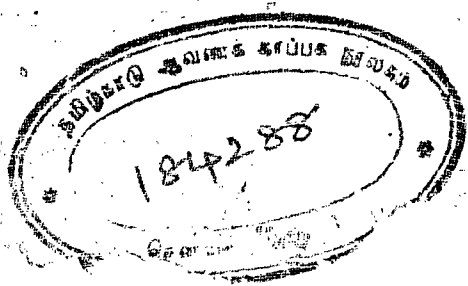


*Madras Journal of
Education*

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CONTENTS

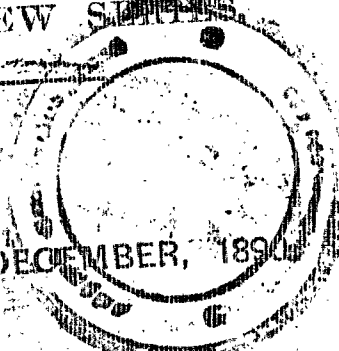
	PAGE
UPPER SECONDARY EXAMINATION	1
HIGHER EXAMINATIONS IN SCIENCE, ARTS, AND INDUSTRIES...	30
SCHOOL MANAGEMENT EXAMINATION	78
PLEADERSHIP EXAMINATION	87
SPECIAL TESTS	104
SALT AND ABKARI TESTS	145

V. 17
THE MADRAS

Journal of Education,

VOL. IV.—NEW SERIES

JANUARY TO DECEMBER, 1890

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INDEX

TO

The Madras Journal of Education.

VOLUME IV. NEW SERIES.

JANUARY TO DECEMBER 1890.

A	PAGE.	E	PAGE.
Agricultural Department—The ...	559	Education—The New ...	290
Agriculture, College of,—Sports at the 18		„ —Resolution of the Bom-	
Affiliation of Colleges ...	153	„ bay Government on ...	124
„ to Oxford and Cambridge. 212		„ of the Women of India—	
Association of Women Teachers. 163,571		„ The ...	101
B		„ of Indian Females—The	
B.A. Degree Examination—		„ Home ...	563
Language Branch of 1889—Pass List 80		„ in the Madras Presidency. 223	
Optional Branch of 1890—Pass List 191		„ in the Madras Presidency	
Papers (English) of 1890 ...	593	„ in relation to male and	
B. L. Degree Examination ...	50	„ female population ...	3
„ „ Pass List... 197		Educational Calendar and Directory,	
Better Elocution ...	583	Madras ...	210
Board Normal School, Rajahmundry. 470		Educational Institute—A proposed. 7	
Books—List of Good. 261,320		„ Library and Museum ...	259
C		„ Literature—The value of. 425	
Canning—On ...	121	„ Metaphors. ...	251,325
Ceremonials—A Word for ...	335	„ Museum—The History of. 457	
Colleges—Affiliation of ...	153	„ Notifications 46,92,143,207	
Convocation Address ...	147	„ 255,303,349,398,447,551,599	
Convocation, Punjab ...	27	„ Service—The Upper Sub-	
correspondence ... 67,115,225,280,321,		„ ordinate ...	401
372,417,568		Elocution ...	168,583
D		Encouragement versus Censure ...	437
Directorship of Public Instruction ...	3	Engineering—College of ...	297
Degrees—The Lowering of the Stand-		Examiner's Song ...	70
ard for ...	439	„ —Middle School Exami-	
Development—Early and Late ...	438	„ nation ...	244
Diffusion of Cheap and Wholesome		„ University Examiners for	
„ Literature ...	99	„ 1890—91. 262,356	
Dull Boy—The ...	591	„ Chairmen of the Board of. 404	
		Examination—Subjects for the	
		„ University Examina-	
		„ tions of 1891,92 & 93,	
		338,388	

PAGE.	I.	PAGE.
Examination—Higher—for Arts, Sciences, Industries and Commerce—Pass List. 599	Indian Civil Service Regulations ... 441	
" Primary School ... 452	Indian Females—The Home Education of ... 553	
" " U.C.S. Commissioner's Procs. on. 482	Inaugural Meeting of the Salem Branch of the National Indian Association ... 509	
" Public, (1889-90) under the U.C.S. Commissioner ... 454		
" School Management—Pass List ... 199	J	
" Upper Secondary ... 451	Journal—The ... 145,209	
" Upper Secondary—Pass List ... 446	K	
Examinations as Tests of Knowledge 554	Kindergarten ... 420	
Eye in School—The ... 578	Krishnan, B. A., Mr. C. ... 498	
Examination papers—		
Matriculation ... 29, 185, 478	L	
First in Arts ... 32	L. T. Degree—Pass List ... 297	
B. A. Degree of 1890-91 ... 593	Literary Activity in the Madras Presidency ... 212	
Upper Secondary ... 37, 131, 180	Literature—Pure ... 306	
Question Papers in Algebra ... 79	M	
F	Madras Medical College—The ... 514	
Female Education in 1889-90—Progress of ... 419	Manual Training ... 329	
First Examination in Arts ... 382	Manual Training in the Elementary Schools ... 423	
Fitch, Dr., on American Schools ... 382	Matriculation—Private Students at. 5	
FA. Examination again ... 499	N	
G	National Indian Association—Inaugural Meeting of the Salem Branch of the ... 509	
Games—Ought Games to be Compulsory ... 238	News and Notes, 10,54,104,154,214, 267,309,358,408,454,501,561	
Gazette Notifications, 46,93,143,207, 255,303,349,398,447,541,599	O	
Gilchrist Scholarships ... 132	Organization and System versus Originality and Individuality ... 580	
Government Orders ... 136,201,246	Ourselves and Our Readers ... 1	
Government Scholarship ... 405,545	Oxford and Cambridge—Affiliation to 212	
Grant-in-Aid Code. Chapter III ... 405	P	
Grigg, Mr. H. B. ... 49,354	Peter Cator Prizes ... 39	
H	Primary School Examination ... 452	
Headmasters—Should Headmasters be Teachers ... 380	Prince Albert Victor of Wales—The Departure of H.R.H. ... 17	
Hindu Arithmetic ... 587	Private Students at Matriculation... 5	
Hindu Girls' School, Hosur—First Annual Report of the ... 120	Prize Distributions at Bishop Corrie's Grammar School and the Doveton College ... 166	
Hints to Teachers ... 123	Problem of the Future—A ... 569	
Home Education of Indian Females. 553		

PAGE.	Proceedings—continued.	PAGE.
Proceedings of the Director of Public Instruction—	Managers of High Schools ... 137	
Administration Reports ... 597	Mark Lists ... 45	
A. M. High School, Ranipet ... 206	Muhammadan Education for 1888-89—Report on ... 133	
Art Industrial School, Nazareth... 444	Municipal High School, Cuddapah. 45	
Assistance towards supply of Furniture, &c. ... 299	Municipal Industrial School, Tinnevely... 444	
Average Attendance, &c., in Arts Colleges ... 346	Native College, Madura ... 598	
B. G. M. High School, Calicut ... 301	Noble College, Masulipatam ... 342	
Basel German Mission Middle School, Ponani ... 445	Normal Department—St. Joseph's College, Trichinopoly ... 140	
Bishop Corrie's Grammar School. 142	Oriental Manuscripts Library ... 598	
Board High School, Chittoor ... 491	Pittapur Raja's High School ... 302	
Board Middle School, Alattur ... 445	Presentation Convent Schools, Vepery ... 347	
Budget Estimates of District Boards and Municipalities for 1890-91 ... 42	Presidency College, Madras ... 392	
Building Grants ... 299,300	" Training School for Mistresses ... 347	
Chengalvaraya Nayakar's Commercial and Technical High School ... 302	References ... 596	
Circular Memorandum ... 89,137	Reformatory School, Chingleput ... 301,495	
Circular to Chairmen of Primary Examination Boards ... 300	Results Grants ... 89	
E. Form Applications ... 44	" 1890-91—Rates of ... 298	
Education in Madras Presidency for 1888-89—Report on ... 90	Results Schools ... 596	
Engineering—College of ... 395,443	Salary Grants ... 299	
Establishment Pay Bill Forms ... 255	Sarah Tucker Institution, Palamcottah ... 346	
Examination of Schools for Fourth Standard ... 209	School Fees. ... 137,205	
Free Church Mission High School, Conjeevaram ... 91	" Notification—Rhling. 255	
Government College, Mangalore... 492	S.P.G. Normal School, Tuticorin ... 491	
Grant-in-Aid Code ... 254	St. Mary's College ... 141	
Grant-in-Aid Ruling No. 1 of 1890. 298	St. Patrick's Orphanage, Adyar ... 206	
Harris High School, Royapetta ... 141	St. Thomé Seminary ... 92	
Hindu High School, Masulipatam... 141	Stamp for Agreements by Stipendiary Students ... 90	
Home Education Classes of the National Indian Association ... 206	Statistical Inspection Report Form. 205	
Inspecting Schoolmasters' Code... 44	Teacher's College, Saidapet ... 397	
Instructions for the Preparation of F. Form Reports ... 300	Teachers in Results Schools ... 90	
Kumbakonam College ... 393	Upper Secondary Examination ... 492	
Local Fund Salary Results Schools 137	Vaccination Department ... 596	
Madras Medical College—(Extracts from Proceedings) ... 549	Wardlaw Institution, Bellary ... 46	
	Way to Health and Easy Lessons on Hygiene ... 548	
	Progress of Education (Relation of the Government of India) ... 68	
	Progress of Female Education in 1889-90 ... 440	

PAGE.	PAGE
Reviews—continued.	Teachers—Association for Women—
Twenty Maps in projection and	Third Meeting of ... 16
Outline, by J. Adam, M.A. ... 317	Teaching Nonsense ... 440
Xenophon's Hellenica, Book I, with	" a Noble Calling ... 164,235
Analyses and Notes, by Rev.	" of Junior Classes ... 422
L. D. Dowdall, LL.B., B.D. ... 566	" —A Real Difficulty in ... 436
Rules applying to the admission of	" —Theory of ... 475
various classes of candidates to the	" —What Successful Teaching Implies ... 582
Special Tests and to superior ap-	Training—Manual ... 329
pointments in the Public Service ... 342	" —Manual, in the Elementary
S.	Schools ... 423
S. P. G. College, Vepery ... 403	U.
Scholarships—Gilchrist ... 132	University Convocation, Punjab ... 27
" —Government ... 305,343	" —The Duty of the Uni-
School Instruction in Manners and	versity to the Teaching
Morals ... 435	Profession. ... 471
School Life—Public School Life in	" Education, The Ideal of... 148
Hyderabad ... 378	" of London—The Future.. 324
School Management Examination.—	" " Scheme for the
Pass List ... 199	Reconstitution of ... 233
Sense—Education ... 556	University of Madras—
Shakespeare's Characters — How	Alterations in the by-laws of the... 547
much Shakespeare's Characters	Annual Meeting ... 240
have to say ... 384	B. A. Degree Examination (Lan-
Stclair, David, M.A.—Farewell to ... 20,52	guage Branch) of 1889—Pass list 80
" —The Late Mr. 498	B.A. Degree Examination (Optional
Society of Accounts and Auditors,	Branch) of 1890—Pass list ... 191
London ... 406	B.A. Degree Examination papers
Special, Salt and Abkari Test Ex-	(English) of 1890 ... 593
aminations ... 490	B. L. Degree Examination ... 50
Sports Competitions ... 75	B.L. Degree Examination—Pass list 197
St. Mary's College, Madras ... 2	Circular ... 132
Sub-Assistant Inspector's Test—Pass	Convocation of 1890 ... 171
List ... 198	Examiners (1890-91) ... 262,356
Supplement—Our ... 353	L. T. Examination—Results of ... 297
Syndicate—A Retrospect of the Syn-	Medical Examinations—Pass list... 387
dicate for 1889-90 ... 257	Senate Meeting ... 118,528
T.	Subjects for the Examinations of
Teacher—A Teacher's Bearing ... 336	1891, 1892 and 1893 ... 388
Teachers—A suggested Course of	Universities—The World's ... 325
Reading for ... 419	Upper Secondary Examination ... 451
" —Advice to ... 586	" " —Pass list 446
" Hints to ... 123	W.
" What Teachers should	Women Teachers—Association of ... 571
Read ... 376	Word for Ceremonials—A ... 335
" Association of Women	Word-lore ... 243,289,339
Teachers ... 510	Written Work ... 297

The Journal of Education

Madras

Vol. IV.]

JANUARY 1890.

[No. 1.

OURSELVES AND OUR READERS.

CHRISTMAS EVE, 1889. With our last issue we closed our third volume of the new series of the MADRAS JOURNAL OF EDUCATION and desire heartily to thank our contributors, subscribers, and advertisers for the very great assistance they have afforded us in our endeavours to make the *Journal* a success from every point of view. For the two first years the struggle for existence was a hard one, but we rejoice to say that we have now, at the close of the third year, surmounted all our difficulties and receive on every side assurances of our usefulness. In G. O. No. 734 of 22nd November last the following remarks are made, "the Government recognise the usefulness of the *Journal* as an educational record and as a means of disseminating information interesting to educationists. It will be sufficient to continue to supply it as at present with official papers and information and to subscribe liberally, a larger number of copies being taken if necessary."

Hitherto the nominal size of each issue has been 4 formes or 32 pages, royal octavo; we have, however, not

	PAGE.
Professional Improvement	... 432
„ Reading	... 585
Public Examinations (of 1889-90)	
under the U.C.S.	
Commissioner...	454
Analyses of the	
Results of	... 72
Public Instruction for 1888-89—	
Report on	... 150

R

Reason and Memory	... 474
Results Grants	... 211
Reviews and Notices of Books—	
A Classbook of Geography, by C.	
B. Clarke, F.R.S.	... 64
Advanced Physiography, by J.	
Thornton, B.A.	... 367
A Guide to Bangalore	... 316
A help to the thorough under-	
standing of the Tamil Poetical	
Anthology, by M. Venkataswami	
Aiyar	... 114
Akbar, by Colonel G. B. Malleon,	
C.S.I. Edited, by Sir W. W. Hun-	
ter, K.C.S.I.	... 462
Algebra Made Easy, by K. S. Basu,	
M.A.	... 461
An Advanced Text-Book on Do-	
mestic Economy by Miss Keely.	162
An Aid to the Study of Algebra,	
by S. N. Koyaji, B.A.	... 114
An Apology for Poetry, Sidney,	
by W. F. Bower, B.A.	... 113
Ancient History for F.A. Candi-	
dates of the University of Mad-	
ras by S. Subramania Sastri, B.A.	276
Arithmetic for Beginners, by J.	
Brooksmith, M.A. LL.B., and	
E. J. Brooksmith, M.A. LL.M.	... 565
Arithmetical Exercises and Exami-	
nation Papers, by H. S. Hall, M.A.	220
A Selection of English Synonyms,	
by E. J. Whately	... 63
A smaller Commercial Geography,	
by G. G. Chisholm, M.A.	... 318

Reviews—continued.

Calendar of the College of Engi-	
neering	... 202
Cassell's Modern School Series:—	
(1). The Citizen Reader.	
(2). The Laws of Every Day life	
by H. O. Arnold-Foster.	
(3). The Temperance Reader,	
by Rev. J. D. Hood, M.A.	... 464
Chaucer's Prologue to the Canter-	
bury Tales, by J. Croighton	... 275
Complete Annotations, with In-	
troduction and Criticisms on the	
prescribed portions for the B.A.	
Examination of 1891, from Brad-	
shaw's Anthology, by H. J. Bha-	
bha, M.A.	... 465
Defence of Poesie—Sidney, by M.	
T. Quinn, M.A.	... 113
Differential Calculus with appli-	
cations and Examples, by J. Ed-	
wards, M.A.	... 275
Easy Arithmetical Examples, by	
J. G. Bradshaw	... 220
Elements of Euclid, Book I., by	
H. Deighton, M.A.	... 461
Elementary Arithmetic, by C. Pen-	
dlebury, M.A. and W. S. Beard.	461
Elementary Physics, by M. R.	
Wright	... 161
Elementary Science Lessons, Stan-	
dard I., by W. Hewitt, B.Sc.	... 565
English Anthology from Chaucer	
to the present time, by J. Brad-	
shaw, M.A. LL.D.	... 14
English Text for the F.A. 1891,	
Edited by J. Adam, M.A.; Cooper	
Oakley, M.A.	... 59
English Text—Full notes on the,	
by G. Maddox, B.A.	... 113
Examination Papers on Trigon-	
ometry, by G. H. Ward, M.A.	... 565
Fairy Tale Books, by A. Lang	... 274
First Lessons in Geometry, by B.	
Hanumantha Row, B.A.	... 61

Reviews—continued.

Four Years in an English Univer-	
sity, by S. Sathianadhan, M.A.	
LL.B.	... 368
Geometrical Drawing for Art Stu-	
dents, by L. H. Morris	... 566
Girvana Vani Vilasa, by Laksh-	
mana Chariar	... 15
Grant's Xenophon—Notes on, by	
G. Maddox, B.A.	... 60
Handbook of English Literature,	
by R. McWilliam, B.A.	... 247
Harrison's Cromwell, Notes on, by	
M. T. Quinn, M.A.	... 465
Harrison's Oliver Cromwell—Notes	
on, by W. E. Hoare, B.A.	... 60
Higher Grade English	... 506
History of England from 1689, by	
T. F. Tout, M.A.	... 465
History of Greece, by C. W. C.	
Oman, M.A., F.S.A.	... 367
Hyderabad Almanac and Directory	
for 1890	... 316
Hydrostatics for Beginners, by F.	
W. Sanderson	... 566
Indian History, by J. Talboys	
Wheeler	... 505
Inorganic Chemistry, by W. Jago,	
F.C.S., F.I.C.	... 462
Lawrence Asylum Press Almanac,	
by G. W. Taylor	... 65
Longman's Hand-book of English	
Literature, by R. McWilliam,	
B.A.	... 506
Longman's Junior School Algebra	
with Answers, by Beard	... 318
Longman's New Arithmetics, Men-	
tal and Practical	... 316
Longman's New 5s. Atlas, Edited	
by G. G. Chisholm	... 465
Longman's School Atlas	... 465
Longman's School Trigonometry,	
by Rev. F. Sparks, B.A.	... 318
Making of the Home—The, by Mrs.	
S. A. Barnett	... 462
Marquess of Dalhousie—The, by Sir	
W. W. Hunter, K.C.S.I.	... 221

Reviews—continued.

Middle School Examination Papers	
with Solutions, by G. Gopala-	
krishna Iyer	... 461
Milton's L'Allegro, Il Penseroso,	
&c., with Introduction and	
Notes, by W. Bell, M.A.	... 567
Milton's Sampson Agonistes, by	
C. S. Jerram, M.A.	... 274
Muttuviriyam	... 276
National Church Almanac	... 67
National Health, by B. W. Richard-	
son, M.D., F.R.S.	... 316
Native Life in South India, by	
Rev. H. Rice	... 370
Notes on Hazlitt's Lectures on the	
English Poets, by Geo. Maddox,	
B.A.	... 367
Ovidii Tristia Book I, with notes,	
by H. A. Williams, M.A.; R. C.	
Adolphus	... 69
Previous Examinations, Algebra	
Guide, The	... 462
Principles and Practice of Book-	
keeping, by K. Subra Mani Aiyar,	
B.A.	... 506
Readings in Poetry, by Cecil M.	
Barrow, M.A.	... 111
Readings in Prose, by Cecil M.	
Barrow, M.A.	... 111
Scott's Lay of the Last Minstrel,	
by G. H. Stuart, M.A.	... 59
Shakespeare's Plays—	
Henry IV, part I, by O. Elton	... 112
Henry V, by A. D. Innes, M.A.	... 507
King John, by O. Elton	... 507
Twelfth Night, Edited by H. H.	
Crawley	... 112
Surveying and Levelling for Stu-	
dents, by J. E. A. D'Cruz, A.C.E.-	
B.C.E.	... 566
System of Shorthand, by C. Ackrill	319
Table and Formula Book, by Rev.	
J. Watren, M.A.	... 114
The Tamil Alphabet, by M. Ven-	
kataswami Aiyar	... 15
Third Poetry Book, by M.A. Woods	14

dealt with our subscribers in any niggardly spirit, but have given them rather more than good measure for their money. Our volume for 1889 contains 600 pages or 216 pages in excess of the regulation quantity of matter. We now purpose to increase the size of the Journal permanently to 6 formes or 48 pages per issue, and, as far as possible, to confine ourselves strictly to this limit. In doing this we are of course looking mainly to the interests of our numerous subscribers. Our subscription rates will remain the same for payments *in advance*, arrear rates being somewhat higher. The rates for advertising have been, after very careful consideration, slightly raised. The circulation of the Journal is now so extensive, and it is so popular as an advertising medium that we feel sure the advertising public will not begrudge us a fair *quid pro quo*. We shall endeavour in the future, as in the past, to supply our readers with educational news that they may rely upon as accurate and derived from the very best sources.

We shall continue to comment in a temperate, and, we trust, a judicious way on all educational questions of public importance that come before us, and generally to keep our readers fully informed of what is going on in the educational world beyond our gates. Government orders on educational matters, as well as the Proceedings, Rulings and Circulars of the Director of Public Instruction will, as heretofore, be as fully recorded as we can find room for doing in our pages.

By the desire of our Printers and Publishers, to whom our best thanks are due for their promptitude, we issue this first number of our fourth volume a day or two in advance of the New Year, and are thus enabled to wish all our subscribers and friendly readers a merry Christmas-tide and a very happy and prosperous New Year.

THE DIRECTORSHIP OF PUBLIC INSTRUCTION.

We are extremely glad to find that the rumours that were afloat regarding the Acting Directorship during Mr. Grigg's short absence have proved to be false. While everyone admits the brilliancy and capability of the Civilian nominated for the post by Dame Rumour, the educational world is gratified, but by no means astonished, to find that justice has been done and that the Acting Directorship has been conferred upon Dr. D. Duncan who has already twice acted as Director with credit to himself and benefit to the Department. It is rumoured that Mr. G. H. Stuart, M.A., Professor of English Literature, will act as Principal of the Presidency College, and Mr. S. Sathianadhan, M.A., LL.B., as Professor of Logic and Moral Philosophy. To these appointments very little exception can be taken, though, as regards the Principalship, Dr. Oppert is the senior man, and if he wished it, should, we think, be appointed to the Acting Principalship.

EDUCATION IN THE MADRAS PRESIDENCY IN RELATION TO MALE AND FEMALE POPULATION.

The reports on Public Instruction in the Madras Presidency submitted to Government each year by the Director of Public Instruction contain a mass of useful information which needs only to be brought to the notice of the public in an interesting form in order to be appreciated. It is no exaggeration to say that the Madras report stands far above the other Presidential and Provincial reports with regard to wealth of information and care in the compilation of statistics. To those who are averse to statistics, but who are at the same time desirous of knowing what is being done for education in this Presidency, we would recommend a perusal of the last chapter of the Public Instruction Reports for the last five years, headed 'General Remarks.' We are anxiously looking for the report for 1888-89 which, we learn, has already been submitted to Government.

We shall for the present refer briefly to a few statistics of education with reference to population. Taking the census figures of

1881 as our basis, it is observed that one pupil out of 56 is under instruction. The progress made in education can easily be realized when it is remembered that five years ago the proportion was 1 in 76. The proportion of boys under instruction to population of school going age is 21.05 and of girls 2.9. This shews a very wide difference between the educational condition of boys and that of girls. Whilst there are only five districts*

* Vizagapatam. Kurnool. Anantapur. Cuddapah. Salem. in which less than one-fifth of the boys of School-going age are under instruction, with the exception of Madras, Kistna, the

Nilgiris, Tinnevely and Malabar, in all the other districts not even one-twentieth of the girls of school-going age are under instruction.

It is also interesting to note the distribution of pupils according to the great classes of population.

Race or Class.	Proportion of Pupils to Population.	From the figures given in the margin it will be seen that Euro- peans and Eurasians take the lead, Native Christians come second, Mu- hammadans third, then Hindus and lastly 'others.'
Hindus ..	... 1 in 60	
Native Christians ..	... 1 in 17	
Muhammadians ..	... 1 in 34	
Europeans or Eurasians ..	... 1 in 5	
Others ..	... 1 in 768	
Average for the Presidency.	1 in 56	

If we leave out Europeans and Eurasians, it is found that Brahmins take the lead with regard to education of boys, and Native Christians with regard to the education of girls, Vaisyas and Sudras take a very low position both with regard to the education of boys as well as of girls. Muhammadan female education is also very backward. Out of every 100 girls of school-going age only 12 are under instruction.

In Secondary and Collegiate departments of institutions for boys, Brahmin pupils preponderate. In the Secondary departments of English and Vernacular Schools for girls, Native Christians number strongest and in English Schools Europeans and Eurasians. Training Schools are taken the greatest advantage of by Brahmins and Native Christians, and Industrial and other special schools by Eurasians, Native Christians and Muhammadans. There are several other points suggested by the above statements, which we hope to be able to comment on in a future issue.

PRIVATE STUDENTS AT MATRICULATION.

We give prominence to the following communication from the Rev. H. Kemp, S. J., Principal of St. Aloysius' College, Mangalore. The subject is one of the greatest importance and we trust that other Principals will favour us with their views:—

In the December number of the *Journal of Education* I find an editorial note on "Private Students at Matriculation," which being open to discussion is, in my opinion, of such importance that I request you to be so good as to publish the following remarks:—

I agree with the remark that, consistently with the instructions printed at the foot of the application, Headmasters cannot compel students whom they allow to remain in the Sixth Class after the 15th July to appear at the examination as "private students." But I am so far from endorsing the opinion that the Syndicate should issue stringent rules to prevent this practice that, I think, on the contrary, that the very necessity in which Headmasters find themselves of resorting to it should induce the Syndicate rather to revise the existing rules, or, more correctly, to frame some rule of admission to the Matriculation Examination, than to enforce the existing instructions.

The admission to the Matriculation Examination of private students under the regulations in force is, in my opinion, disgraceful to the University, since they force upon it the examination of students who may be utterly unfit to enter upon its course of studies. Let me explain my opinion by an example of recent occurrence.

In December 1888 a boy of the Upper Fourth Class presented himself for the Middle School Examination as a private student, being debarred by the Headmaster from doing so as a "pupil" on account of his absolute unfitness. Yet the boy accomplished the feat of passing, even in the Second Class. Accordingly he had to be admitted to the Fifth Class, for which he showed himself even more unfit than he had been considered to be for the Middle School Examination, scoring in the examinations of the first term only 202 marks out of the 1,300 which were obtainable. This boy absented

himself from school during the second term, giving the information that he had to interrupt his attendance because he wanted to prepare himself for the Matriculation Examination of the present year, at which he actually appears.

I cannot but consider it as an evil that boys, like the one referred to, are free to have their capabilities tested for the purpose of entering upon the University course of studies; yet under the existing regulations every one may appear at the Matriculation Examination who is able and willing to part with twelve rupees, or who bases his hopes of success on other than scientific attainments.

The efficiency of a school in this Presidency is estimated from the number of candidates that it passes at the different examinations. Whether the cursory way in which this is done, can give an approximate idea of this efficiency, is not here the place to inquire; I refer to the fact. Now, to say the least, I find it very strange indeed, that any boy who has been in the Sixth Class of a school should be allowed to appear at the Matriculation Examination as a pupil of that school without the Headmaster having the power of debarring him, though he find him ever so unfit.

It is said that stringent regulations of the Syndicate would render Headmasters much more careful about the boys they admit to their Matriculation Classes. This opinion seems to me to ignore the fact that in the promotion of boys to the Matriculation Class a Headmaster has above all to consider the *chance* they may have, after a year's constant application, of passing the Entrance Examination. If he finds that the actual attainments of a boy give him such a chance he will promote him, if not he will detain him in the fifth Class. Now, I do not know whether there exists one single Headmaster who has not experienced that boys, whom he hoped would avail themselves of the opportunities given to them, have not done so; whilst others, whom he had promoted without much hope, have secured success through unremitting exertions. Moreover, how many times does it not happen that boys who can least afford to be absent, are, for some reason or other, very far from regularly attending school? Hence I cannot but consider it as unfair that a Headmaster should determine a whole year before the Matriculation examination which boys should or should not appear at it from his schools.

Besides, no one is ignorant of the fact, that, in the circumstances actually still existing, boys who are not promoted in one school will seek and find easy admission in other schools.

But 'if the Syndicate issues strict regulations on the subject, backward boys will be paid more attention to and the good effect on all the High School Classes, will, in the course of a year or two, be perceptible.' In my opinion this argument does not regard the fact that the progress of a boy depends on two factors: the care of the teacher and the application of the student. A teacher, though he may be ever so willing to advance backward boys, must of necessity regulate his care for them by the obligations which he has towards other students; and the application of a boy in the Sixth Class depends almost entirely on his free will.

Notwithstanding, therefore, my original declaration, that I do not see how under the regulations in force a Headmaster can compel a boy of his Matriculation Class to appear as private student, I cannot agree with the opinion that "the practice is one to be severely reprehended from every point of view."

Since there exists so far as I know, not one single examination other than that of the Madras University * the admission to which is open to every one who can write his name and pay a certain fee, I should be glad to hear, that the University authorities are taking steps to redeem the admission to the Matriculation Examination from its solitary and anomalous condition.

A PROPOSED EDUCATIONAL INSTITUTE

FOR INDIAN CHILDREN.

(COMMUNICATED TO THE *Journal of Education*, MADRAS.)

The curriculum of studies in our public schools and colleges, our system of public examinations, and our teaching agency, though perhaps the best that are available and can be devised as a national system of education under the existing state of things, do not quite satisfy the requirements of students who are not content with a purely Indian education and have a higher ambition. I shall first specify the chief defects:—

(I). To begin from the very beginning; the teachers of the lower classes, where English is first taught, are, as a rule, men imperfectly

* The University of London will, we believe, examine any one for its Matriculation Examination.

educated who pronounce English badly and who are ignorant of the English accent. Things learnt at an early age are not easily unlearned in after life, which accounts for the extremely un-English accent one finds in many Indian graduates.

(II). When a Department of Public Instruction, with a limited staff of officers, has to control a gigantic system of schools and colleges scattered over a vast area, some such arrangement about public examinations and promotions from class to class as is now in vogue is of course indispensable, but these stiff examinations and hard and fast rules regarding promotion are neither wholesome in respect to the health of body and mind of the individual pupil nor conducive to his rapid progress. The examinations are a great strain on young minds and the rules of promotion retard the progress of bright students for the sake of their dull companions. The result is already assuming a very deplorable aspect and is especially visible in the physique of our graduates.

(III). Educated parents are beginning to recognise the fact that an English finishing to one's education is not only desirable in the interests of general culture, but that it also augments the commercial value of education. Education, or at any rate examination, in England opens the way to a number of otherwise closed services, including the much coveted Civil Service. I do not for various reasons advocate the sending of very young children to England for education. In the first place it tends to alienate affections; it deprives children of home comforts and the benefit of home influences wherever such influences are beneficial; it takes away all the joy and pleasure from our homes; it subjects the younger generation to the risk which attends a prolonged residence in a distant foreign country and removal from their parents; and it subjects the parents to the risk of finding at last that they have wasted their means on children who have misused their opportunities or who did not possess the requisite natural abilities. Moreover our Indian schools and colleges do not regulate their course of education to suit the requirements of English Universities and other Institutions.

(IV). So long as our women remain steeped in ignorance and superstition, home or zenana influence must continue to be detrimental to the elimination of all objectionable traits from the character and will continue to give to the world such incongruous combinations as that of western culture with an oriental character. Whoever would believe that an M. A. of a University, who is a Professor of Science, would decline to start on a journey during what an astrologer calls an "inauspicious" hour? But such a thing did occur! Our teachers are

of this type, while our homes are ruled by the profoundest ignorance and superstition. To add to this our ridiculously cheap public schools and colleges bring a gentleman's son and his cook's together in a school-room on terms of perfect equality. The danger from such associations may not be great in the case of children brought up by ignorant mothers, but it is indeed very great in the case of those who have the singular good fortune of having educated mothers.

It is to remedy the above defects that I propose the establishment of an Institute whose constitution, scope and aim, I shall presently describe. The first requisite is to draw away children from zenana influences. It is thus absolutely necessary to establish a Boarding House, and it is as absolutely necessary to place it under the superintendence of an English graduate. Of course caste prejudices should be respected where they exist: in other cases boarders should mess with the Superintendent. Religious instruction should be provided when a sufficient number of pupils following any particular creed are on the rolls: otherwise parents should provide it or bear the extra cost. Lady teachers (Englishwomen) should be employed to teach English to the lower classes, which for two or three years should be instructed in all subjects at the Institute. The selection of subjects, beyond the requisites of a general education, should be made with due regard to the capacity and inclinations of each individual pupil and the wishes of his guardian about his future. The higher classes need not be taught at the Institute. The employment of a special staff of professors would entail heavy expenditure. It is quite feasible to arrange with the authorities of the existing schools and colleges for instruction in various subjects. It will not be necessary to send all our boys to any one particular school or college. We should provide a gymnasium, and a riding school, if there is a sufficient demand for it, and also instruction in music, drawing, etc. Our aim, so far as book-education is concerned, ought to be to educate the students with a view to prepare them for Indian examinations, taking care at the same time to give each student such extra instruction and training as may prepare him for such English examinations as his parent or guardian may choose for him.

As regards expenditure, I do not think we need import our Superintendent from England. There are so many English graduates, married and single, residing in Madras, that I am sure we can get one of them to reside at our Institute and undertake its superintendence, if we give him free board and lodging and a small extra stipend. One Lady teacher will be sufficient in the beginning. Including house rent, the salaries of the staff, board of the Superintendent and the Lady teacher, tuition, and

the interest on the capital to be spent on furniture, carriages, etc., the monthly expenditure will not at first exceed Rs. 1,000. If we regulate our fees so that they range from 20 to 30 rupees a month, 50 pupils will make the Institute self-supporting, independently of any aid from Government.

I have only attempted a sketch of the mere outlines of my plan: the details will have to be settled when there is a chance of a sufficient number of pupils forthcoming.

The management of the Institute should rest in a Committee.

SHUJAET ALI.

NEWS AND NOTES.

There are in the Madras Presidency only 409 night schools under inspection, containing 8,282 pupils.

We hear that it is in contemplation to raise the Noble College, Masulipatam, to the standard of a First Grade Institution.

Mr. H. B. Grigg, the Director of Public Instruction, will hand over charge of his office to his *locum tenens*, Dr. D. Duncan, on or about the 9th instant.

Proposals for re-organizing the Madrisa-i-Azam are, we hear, before Government. It is likely that an English graduate will be placed at its head.

The Professorship held by Dr. Wilson in the Presidency College will in future be designated the Professorship of Chemistry and the new chair the Professorship of Physics.

The Breynen High School, Tellicherry, is to be raised to the standard of a Second Grade College. We fear this step will somewhat affect the position of the Government College at Calicut.

We learn on the best authority that Mr. J. Creighton who has been for nearly four years tutor and guardian, under the Court of Wards, of the Zemindar of Ramnad and other minors, resigns from the 31st instant.

The Scotch, compared with the English Universities, chiefly Oxford and Cambridge, are very poorly endowed, but quite recently St.

Andrew's University has received a bequest of £100,000 from Mr. David Berry, an Australian millionaire.

The Director of Public Instruction inspected the Reformatory School, Chingleput, on Friday the 20th December and was, we understand, much pleased with all he saw. Mr. J. P. Lewis has consequently been confirmed as Deputy Superintendent of the school. He is evidently the right man in the right place.

The education of the Mapillas of Malabar is making satisfactory progress. There is a Sub-Asst. Inspector exclusively for Mapilla schools and there are, besides, 6 Mapilla Inspecting Schoolmasters. The number of schools increased from 340 to 349 or by 2.6 per cent. during 1888-89 and the number of pupils from 13,376 to 15,288 or by 13 per cent.

In Proceedings No. 9686 of 12th November 1889 it is ruled that Heads of Colleges may grant leave on full pay to scholars who are absent in consequence of severe sickness, for a period not exceeding a month, but if the leave exceeds this period, no allowance is to be granted for the excess period. Casual leave without loss of pay may be granted for good and sufficient reasons for a period not exceeding 10 days, provided such leave does not immediately precede or succeed gazetted holidays.

In Proceedings No. 10607 of 7th December 1889, reviewing the Inspectress's Report on the Government Girls' School at Cuddalore, the Director of Public Instruction notes with pleasure the establishment of a Branch of the National Indian Association at that station, with the kind assistance and co-operation of Mrs. Benson and hopes that the native gentlemen of the town will co-operate to render the Branch a success and that some definite steps will be taken to open home educational classes.

Dewan Peishkar Raja Rama Rau, President, together with Archdeacons Caley and Koshi and Vakil K. T. Koshi, members, and Mr. C. A. Neve, Secretary and Treasurer of a Central Committee, formed at Cottayam for raising the C. M. S. College there to the F. A. and eventually to the B. A. standard, appeal in the columns of the *Church Missionary Society's Gleaner* for subscriptions to a fund of Rs. 20,000 towards the expenses. The C. M. Society undertakes to bear the greater portion of the expense but expects some help from those who will be immediately benefitted by the raising of the College.

The Native Christian community of Madras are bringing out a new weekly entitled the *Christian Patriot*. We have been favoured with an advanced copy of the first issue which is in every way worthy of that intelligent and rising section of the Native community. We have often had occasion to draw attention to the literary activity of Native Christians in this Presidency and we are glad to find that efforts have been made to concentrate that activity and direct it in a channel with a view to benefit the community as a whole. The new enterprise deserves the support of all Christians, European as well as Native.

The results in the Language Branch of the B. A. Examination were posted up at the Senate House on Saturday 21st December. Out of 528 candidates registered 301 or 57 per cent. have passed, as against 576 registered, 318 passed, and a percentage of 55 in 1888. The numbers that passed in the various classes in 1888 were as follow:—Class I—11, II—262, III—45; in 1889 Class I—4, II—138, III—159. There is thus, it will be seen, a very remarkable difference in the numbers passed in the Ist and IIIrd Classes in the two years. The four placed in the Ist Class at the recent examination are—

No. 201 R. Shekara Menon, Presidency College.

„ 212 K. Anantaramayya, Madras Christian College.

„ 228 C. V. Kumaraswami, Presidency College.

„ 230 P. Nagabhushanam, Madras Christian College.

The Secretary of State for India in Council has given notice that the competition for the Indian Civil Service in 1892 and subsequent years, will be open to all persons, otherwise qualified under the regulations, whose age is above twenty-one years and below twenty-three years on the 1st of April in the year in which the competition takes place. Under the existing regulations the limits of age are seventeen and nineteen, so that the change will exercise a marked influence on English higher education and on Indian administration. The existing system was introduced under Lord Salisbury's régime at the India Office, about a dozen years ago, with the intention of catching a larger number of Public School men for service in India than offered themselves under the system of competition then in force. Instead, however, of drawing candidates direct from the public schools, the scheme of the Secretary of State for India had a directly opposite effect. Parents who intended their sons to compete either put them into training early with specialists, or if they happened to have sent them to a public school they removed them

earlier than before. The new scheme is a reversion to the old form of competition as it was originally framed by the present Lord Derby, then Lord Stanley, Lord Macaulay, and the late Sir Charles Trevelyan. Its merit is that it throws open these lucrative posts to men at the end of their University career.—*Educational Times*.

A spirited article appears in the *Edinburgh Review* entitled "Oxford and its Professors" in which the Professorial system at Oxford is, in our opinion, handled with undue severity. The writer considers the present system of allowing Professors to do little or no work in the way of instruction as a reproach to the University. A very sensible and instructive article on the subject appears in the December issue of the (London) *Educational Times*.

The professorial body at Oxford is composed of sixty-eight individuals of whom forty-five are styled Professors, and the remaining twenty-three Readers, Lecturers, Demonstrators and Teachers. They are distributed thus in the four faculties:—

	Professors.	Readers, &c.	Total Endowments.
			£
Theology ...	7	2	9,359
Law ...	4	3	4,434
Natural Science..	13	5	8,226
Arts ...	21	13	13,740
	45	23	35,759

The Government in their Order No. 665, Educational, approve the Rules proposed by the Director of Public Instruction for the guidance of Superintendents of Hill Schools which are to the following effect:—

The Superintendents of Hill Schools shall work under the Assistant to the Government Agents who will regulate their movements in their Divisions and fix their Head Quarters, consulting with the Assistant Inspector of Schools. They should correspond and send all indents for books, etc., to the Assistant Agents who, with the Agents, will have the power to fine them, any graver punishment resting with the Director. In miscellaneous educational matters the Superintendents should also be subject to the orders of the Assistant Inspectors of Schools. They should send, in January every year, for approval, to the Assistant Agent

or the Agent, a programme of their tour of Inspection, through the Inspector of Schools, and should, when it is sanctioned, strictly follow it unless expressly permitted to do otherwise by the Assistant Agents. Their object in inspecting Schools should be mainly to find the defects in the methods of teaching adopted and their efforts should be directed to giving model lessons and thus explaining new methods to the teachers. They should keep Registers for remarks in each school and enter their remarks in English and Vernacular whenever they visit the school. They should also keep Registers of letters received and sent by them and any other Registers required by the Assistant Agent.

REVIEWS AND NOTICES OF BOOKS.

1. AN ENGLISH ANTHOLOGY from Chaucer to the present time: selected and edited by JOHN BRADSHAW, M.A., LL.D. *Third Edition.* Madras: V. Kalyanaram Iyer.
2. A THIRD POETRY BOOK, compiled by M. A. Woods. London: Macmillan & Co.

We have received copies of these two volumes of selections of Poetry—each of which is to be highly commended in its own way. Dr. Bradshaw's book is a large and ambitious volume. It has been growing visibly in its various stages, and we may venture to express a hope that it has now reached finality. If it gets much bigger, it will lose the distinctive character of an anthology and the test of its Editor, judicious selection. The present enlarged selections are, with very few exceptions, extremely good and the field travelled over is a wide one. Dr. Bradshaw has been fortunate in securing permission to reprint four short extracts from Tennyson, though we must regret that the permission has apparently prevented the inclusion of any of the Poet Laureate's finer lyrics. The *Anthology* now forms a very handsome volume, marred only by an occasional misprint. It is also wonderfully cheap, and, in the handsome form in which we have received it, will make an acceptable prize book.

Miss Wood's Book is the third of a progressive series, and is an admirable selection. It contains a large number of lyrics by modern authors inserted 'by permission' and is thus specially valuable. It consists of two parts, the first containing 180 short pieces, the second consisting of 16 longer pieces or selections from long poems. This makes it very useful for school purposes, where something of greater length and connection than a medley of lyrics is often desirable. The book is

beautifully printed, and, we are glad to say, 'uncut,' as all such dainty volumes ought to remain.

GIRVANA VANI VILASA; A Bi-Monthly Sanskrit journal edited by LAKSHU-MANACHARIAR, Tiruvadi. Subscription, Rs. 3-6-0 per annum.

It is to be hoped that this Sanskrit journal will have a longer life than some of the defunct periodicals of the same kind. The first number gives a lengthy programme of the subjects to be treated in the journal, in which the chief place will be occupied by studies in the Mahabharata and the Puranas and discussion of religious questions. The rest of this number and half the next contains an account of the place of its publication and the inhabitants thereof, especially of the editor whose learned accomplishments are set forth in the first eight pages of the second number. The remaining part of this second number is taken up with an introduction to the Mahabharata in which the sanctity, learning, and popularity of that great work are discussed at length.

At a time when European students are almost daily on the increase, we are glad to see that the Hindu masters of the language are contributing to its wider diffusion. The rising generation in its enthusiasm for western learning is apt to neglect the study of ancient literature which affords no road to appointments, and thus there is a real need for such enterprises as the one under consideration. We trust the learned editor will receive sufficient support to enable him to continue his publication, which deserves the support of all Hindus interested in their ancient language and the traditions of their country.

THE TAMIL ALPHABET, by MOSUR VENKATASWAMI Aiyar, Head Tamil Teacher, Doveton Protestant College, Madras; S. P. C. K. Press, Vepery.

This little book is the outcome of the writer's experience as a teacher of Tamil to English people. One important feature of it is the successful attempt at reducing the formation of the vowel-consonants to a number of rules. The book is intended for English students, but considering the amount of mental culture implied in grasping the rules and applying them, it can only serve the purpose of intending English learners of a rather advanced age. The exercises are well-chosen and afford good scope for the student to practise himself in the rules. The peculiarities of the Tamil alphabet are such that its sounds are well nigh impossible to learn without the help of a teacher. This fact has been fully realised

by the present writer. We, therefore, welcome the book as a rational attempt at simplifying and explaining the formation of the vowel-consonants of the Tamil language. The book is very neatly got up and is to be had at the S. P. C. K. Depository, or of the author.

TEACHERS' ASSOCIATION FOR WOMEN.

The third meeting of this Association was held at the Doveton Girls' School on Saturday the 14th instant. It was well attended. After the usual business had been gone through, relating to the financial affairs of the Association, rules were made for the Library and Museum regulating the giving out and receiving books, specimens, &c. It was decided to purchase some books of reference and useful information for the Library as funds were available, while the Museum as previously decided, was to be furnished by the members themselves, the Association wisely judging that specimens thus provided would be most suitable for the present, as they would probably be of familiar things of local interest.

Miss Arnold brought the first of these contributions, some shells from different parts of South India.

The principal feature of the evening was Mrs. Brander's paper on 'Preparation'. It was an excellent paper showing the advantage or rather the necessity of Preparation for a teacher, and contained much profitable matter for the young teacher, with some valuable advice even to the old. She showed the absolute necessity of a good education to begin with; how a teacher must know not only *what* she has to teach, but a great deal more; how she must view her subject all round, and know all that is to be known about it. This however is only the beginning of the Preparation; to acquire information does not teach one how to impart it, so she who would be a teacher must learn how to do this. Some interesting illustrations, showing that the mere fact of having the materials does not give one the power to use them, were brought in here.

Mrs. Brander then went on to say that Preparation is not over even then, that during the whole school career a teacher must continue her preparation, and she pointed out particularly the help a good preparation is to the giving of a good lesson, how lessons well prepared in the first year's work will be available for after years with perhaps a little modification that experience and a wider range of observation may lead to.

The paper was listened to with much attention, and it was proposed to have it printed, published and sold for the benefit of the Association, all who were present expressing their wish for a copy.

After a vote of thanks to Mrs. Brander for her very interesting paper, the meeting was brought to a close, the Secretary announcing that the next meeting on the 11th of January 1890, is to be a social one at the house of the President, Mrs. Brander, who has kindly invited the members to an afternoon party on that day.

DEPARTURE OF H. R. H. PRINCE ALBERT VICTOR OF WALES.

THE MASSING OF THE MADRAS SCHOOLS.

The Sub-Committee appointed by the General Committee to carry out the arrangements as regards the massing of the schools consisted of the Rev. Dr. Miller, C.I.E., the Rev. A. C. Taylor, the Rev. Father Mayer, and Messrs. Barrow, Adam, St. Leger and Maddox. The Rev. A. C. Taylor was appointed Honorary Secretary to the Sub-Committee and proceeded at once to issue circulars to the managers and heads of upwards of two hundred schools, with a view to ascertaining the number of pupils, male and female, likely to attend the gathering. At first there was some intention of erecting a gallery along the sides of the road leading from Government House Bridge to Wallajah Bridge, but this proposal was abandoned owing to want of sufficient funds. At a meeting of the Sub-Committee to decide on a definite place, Mr. Taylor resigned his Secretaryship, which Mr. G. Maddox was asked to accept. The meeting decided that the children should be massed in blocks on the raised paths on the side of the Esplanade Road leading from the Railway crossing (opposite the Fort) to Popham's Broadway, along which the Prince was to pass on his way to the Pier prior to embarking for Rangoon. Replies to the circulars issued by the Rev. A. C. Taylor disclosed the fact that nearly 20,000 boys and girls were likely to attend the gathering, but on hearing that only standing accommodation could be provided many schools withdrew. Thirty blocks were marked out to accommodate about 20,000 children and although the time of the Prince's departure was at the last moment changed from 5-30 p. m. on the 16th December to 8 a. m., thus necessitating the issue of urgent notices to over

two hundred schools, the show of children was eminently satisfactory, no less than 10,000 being present on the occasion. The barriers were gaily done up with bunting and red cloth and the large variety of school-banners added colouring to the scene. It was a grand sight to see so many young people in holiday attire. A few minutes before 8 o'clock the advance guard of the regal procession was sighted and the clapping of hands and the cheering of the children shewed how glad they were to see the Prince. The Prince was accompanied by H. H. Lord Connemara and as he neared the splendid arch leading to the "Broadway" the European and Eurasian children sang "God Save the Queen." The procession halted while the anthem was being sung and immediately after the sky was rent with loud and hearty cheers, as the Prince passed on to the Pier. We must not forget to mention that Sir Savalai Ramaswamy very kindly, at his own expense, distributed fruit and biscuits among the assembled children. The Committee deserve to be congratulated on the successful arrangements made on the occasion, and Mr. George Maddox deserves especial praise for the way in which he managed to get the children together in the short time at his disposal.

SPORTS AT THE COLLEGE OF AGRICULTURE,

SAIDAPET.

The athletic sports of the above College came off on Monday the 16th December, at 3 P. M. The road leading to the College and the College itself were artistically decorated with flags and streamers, the spacious compound to the west being studded with tents and small flags. The St. Patrick's Orphanage Band from the Adyar was present which, though it had only practised for a few months and was composed of young orphans, played exceedingly well. The Principal of the College, Mr. W. Keess, had, with his usual kindness, placed the upstairs verandahs of the College at the disposal of the Saidapet Club to provide accommodation for native ladies, a large number of whom were present. His Excellency Lord Connemara, Mr. H. B. Grigg, Director of Public Instruction and Mrs. Grigg, Lady Collins and daughters, Lady and Miss Arbutnot, Mr. and Mrs. Lee Warner, Mr. C. M. Barrow, Principal, Doveton College, Mr. Walter Keess, Principal, Agricultural College, Mr. A. A. Hall, Principal, Teachers' College, the Rev. Mr. and Mrs. Ellis from St. Thomas' Mount, Bros. A. M. Hegan, F. W. Parkinson, B. Ennis, J. Donovan and A. Smith from St. Patrick's Orphanage, Bhaskara-

swami Avergal, Zemindar of Ramnad, M. R. Ry. V. Raghava Charlu, Manager, Local Fund Department, Government Office; M. R. Ry. P. Karunakara Menon, Deputy Collector, Tiruvellore; Mr. A. Pinto, Special Settlement Officer; M. R. Ry. V. Venkatrayar, Deputy Collector, Saidapet, Mr. David Joseph, Assistant, Teachers' College and many other leading native gentlemen were present. On the arrival of H. E. the Governor the band played 'God Save the Queen,' after which, at the desire of His Excellency the orphan boys sang "The soldier's grave," with which His Excellency was much pleased. Mr. A. A. Hall acted as judge throughout, and Mr. Boon as steward. The Principal, Mr. Keess, offered a few special prizes to the boys composing the Orphanage Band.

Another feature of the sports was the offer of two prizes, one for the peons and others on the establishment of the Agricultural and Teachers' Colleges, and the other for the coolies working on the farm attached to the Agricultural College. Some of the students offered special prizes of their own. Mr. Hall gave one for the Establishment Race and Mr. and Mrs. Lee Warner for two other races. The spectators were not a little attracted by the skill displayed on the occasion by the students from Mysore, who won most of the prizes. The throwing the cricket ball and putting the shot were particularly well done. At the close of the sports Mrs. Lee Warner distributed the prizes to the winners, after which the proceedings were brought to a close by cheers for His Excellency, the Director, Mrs. Lee Warner and the ladies and gentlemen present. The following is an abstract of the prize list:—

Long Jump:—1. B. Mariswamy. 2. P. S. Govinda Rau. 3. Ali Saib and Gideon.

Putting the Shot:—1. Borannah. 2. J. Wheatley.

Throwing the Cricket Ball:—1. Borannah. 2. Narasimha Aiyangar. 100 Yards Flat Race:—1. P. S. Govinda Rau. 2. C. Seshagiri Rau.

High Jump:—1. P. S. Govinda Rau. 2. Ramanada Aiyar. 3. Anseruddpen.

300 Yards Flat Race:—1. P. S. Govinda Rau. 2. C. Seshagiri Rau. 3. Ponnusami Chetti.

Establishment Race:—1. Narainasami. 2. Appadurai. 3. Veerasawmi.

Sack Race:—1. Borannah. 2. C. Seshagiri Rau.

Hurdle Race:—1. C. Seshagiri Rau. 2. P. S. Govinda Rau. 3. Anseruddeen.

Blind-folded Chatly Race:—1. Ali Saib. 2. Borannah.

Farm Coolies' Race:—1. Raghavan. 2. Kuppan. 3. Rangan.

Special prizes offered by Mr. Keess to the Band boys:—1. W. Schourey. 2. J. Schourey. 3. C. Dinonte. 4. C. O'Brien. 5. Geo. Forde. 6. Ed. O'Connor. 7. C. Montgomery. 8. A. Healy. 9. J. Gomes. 10. A. Ireland. 11. S. E. Rozario. 12. S. Jonson.

THE CHURCH OF SCOTLAND MISSION COLLEGE.

FAREWELL TO D. SINCLAIR, ESQ., M.A.,

On the evening of Thursday, the 12th December, at half-past five o'clock, there was a very large gathering of students, pupils, masters, and members of the Church of Scotland Mission College assembled in the Lower Hall of the College, to bid farewell to Mr. D. Sinclair, Principal, on the eve of his departure to Scotland. Among the visitors and friends that were present, we noticed the following ladies and gentlemen:—the Rev. W. F. Archibald, Senior Chaplain, who presided; Mr. and Mrs. Duffield, Mr. S. R. Turnbull, Mr. and Mrs. Harper, Mr. Walker, Dr. and Mrs. Henderson, Mrs. Longhurst, Miss Cuthbert, Miss Woodhouse, the Rev. Mr. Stevenson, and the Rev. Mr. Samuel. Mr. C. A. Paterson, Assistant Principal of the College, who is to succeed Mr. Sinclair, was also present. Mr. and Mrs. Sinclair, who were the persons to be honored on the occasion, were seated one on each side of the Chairman, on a raised platform.

The Chairman opened the proceedings of the evening with the following speech:—

Although I believe that no speech is expected from me I cannot but express our regret at the departure of our friend Mr. Sinclair from India. You are losing one who has been associated with you for a very long time,—an able teacher and kind and considerate guide, and I am losing my first and best friend in India and our Church is losing one of its most devoted office-bearers. He has been one of the most successful men whom our Church has sent to the east. He has made a name for himself throughout the country. He has raised this College to what it is by hard work and perseverance. I know that the authorities at home regret his retreat. By his kindly manner, by his encouragement to you in all difficulties, and, by his cheerful disposition he, I am sure, has gained all your affections, and by his strictness as a disciplinarian he has gained your respect. We are here this evening to wish him a long and a happy life in his retirement, by the side of her who has proved so worthy a helpmeet to him, and although we now bid him farewell our recollections of him will not fade for many days.

Mr. P. S. Annachariar, the Headmaster, then read the following address:—

To

DAVID SINCLAIR, ESQUIRE, M. A.,

Principal, Church of Scotland Mission College,
Madras.

RESPECTED AND DEAR SIR,

We, the Teachers of this Institution, beg leave to approach you, on this the eve of your departure from amongst us, to give expression to our feelings of regard and affection for you. We cannot but call to mind, on this occasion, the numerous benefits that you have conferred on those connected with this Institution, and through them on the people of Southern India generally, by your indefatigable exertions in the cause of Education. When about twenty years ago you landed on these shores, you found this Institution in a state of comparative obscurity; but through your able and sympathetic guidance it has steadily risen in importance, till at the present day, it occupies a position which, we can confidently assert, is second to that of none of its kind in this Presidency.

We are deeply sensible, Sir, of the uniformly considerate and kind treatment we have always received from you, and the due appreciation which our humble efforts as your Assistants in the work of instruction, never failed to meet with at your hands. We cannot sufficiently express the sorrow and pain it occasions us to have to part with you now.

In conclusion, we pray to the Giver of all gifts to grant you and Mrs. Sinclair, a safe voyage home, and a long and happy life there with your beloved children.

We beg to remain,

Respected and Dear Sir,

Your most obedient and humble Servants, &c.

Next Mr. John Hensman, a student of the F. A. Senior Class of the College, read the following address:—

RESPECTED AND DEAR SIR,

Though for some months past you have been preparing us for this parting hour, still we cannot help feeling that it has come upon us all too soon. We are met here this evening to bid you what, we are sorry to be told, may prove a last farewell. It is but fitting that on this sad and solemn occasion we should call to mind the numerous benefits you have conferred on us and on those who, in former days, had the privilege of sitting at your feet.

You have been at the head of this important Institution for twenty years. During this time you have had to inform the minds and mould the characters of many hundreds of Indian youths; and right well have you performed that noble work. We know of scores of middle-aged men, now usefully and honorably employed in various avocations of life, who thankfully acknowledge that they, to a great extent, owe it to you that they are happy now. Some of your former students have graduated in Arts and Law, and are now acquitting themselves creditably as Vakils and School-masters. It was only the other day that one of these, a young Mussulman of great promise, was appointed to the high and responsible post of Deputy Collector. As for ourselves who are your present Students and Pupils, we do not

15

know what things are in store for us; but the love of truth, straightforwardness of conduct and habits of industry, that you have taken pains to teach us, will not, we are sure, go for nothing. Some of us, indeed, have known you more intimately and for a longer period than others; but all of us know enough of you to love and revere you as a father. It will not be surprising, therefore, if, at the present moment, we feel as if a family tie linking us to you were being cut asunder.

There is one thing, Dear Sir, for which we have to thank you especially, and we think we ought to mention it here. In the selection of your Assistants you have indeed exercised a most consummate judgment. No School or College in this Presidency can show a better staff of teachers than our own *alma mater*. The native public of Madras have every confidence that their boys will be well taught and taken very good care of here. This high prestige that our College bears for discipline and, efficient instruction reflects great credit on your skill in managing it, and is a source of pride to us all. The *esprit de corps* prevailing among the masters has also had a happy effect on us, making the older and more advanced students among us love and respect the younger students.

We have not said all that we could wish to say; but we believe enough has been said to justify the sorrow we feel at having to part with you. You have taught us, Sir, that God "ordereth all things wisely," but while praying to Him to shower His choicest blessings on you and Mrs. Sinclair, and grant you both a safe voyage home and a happy life there with your children, we still indulge the hope that He may so order it that what we now bid you shall not be—the last Farewell.

We beg to remain,
Respected and Dear Sir,

MADRAS,
12th December, 1889.

Your most obedient and humble Students and Pupils.

Both addresses were beautifully engrossed on parchment in gold letters, and were presented to Mr. Sinclair, enclosed in a chaste morocco case.

Mr. Benjamin John, one of the Bible teachers in the College, then presented to Mr. and Mrs. Sinclair, in the name of the masters and students, a silver tea service, highly ornamented, and bearing the following inscription:

"Presented to Mr. and Mrs. Sinclair, by the masters and students of the C. S. M. College.
Madras, 12th December 1889."

Two photographs, one representing a group of all the masters of the College and the other representing a group of the students of the F. A. Junior class, both mounted on elegant and highly ornamented frames, were also presented. We observed the central figure in both groups to be that of the esteemed Principal himself.

Mr. Sinclair then rose up and with great feeling made the following reply to the addresses presented to him:—

Mr. Annachariar, and the other masters of the College, students and pupils,—I do not know if you are aware of the fact, and perhaps you

will be a little surprised when I tell you, that I feel at this moment that you have placed me in the most difficult position I have ever occupied. Every walk in this world has its trials and its difficulties, and I have often thought, particularly latterly, that the life of a schoolmaster is one of the most trying and the most difficult. Often has he to reprove when he would rather praise, often has he to punish when he would rather reward. Not unfrequently the best and the brightest of the youths under him, in whom he has trusted, whom he has looked forward to with high hopes and great expectations, disappoint him in after-life, but on the other hand, as you have pointed out in these addresses, it also often happens, that pupils who have been for years under his guidance and influence, grow up to be an honour to the Institution in which they were trained, to be a credit to themselves and a blessing to their fellow-countrymen. And when, on an occasion such as the present, masters and pupils come forward, so unexpectedly and with such enthusiasm, to show one who has labored so long amongst them how they hold him in affection and esteem, it touches the most sensitive parts of the heart and one cannot refrain from feeling that after all life was worth living, and work such as that I have been engaged in among you for so many years was well worth being done.

I have to thank you, Mr. Annachariar and the other masters of the College, for the very kind words you have used towards me in the address which you have just read. The principle, as you know, which I have followed in the College has been to try to secure good and able and efficient masters. In this I must have been to a considerable extent successful, because, in this address, you refer to the great advance that this Institution has made in the period during which I have presided over it; and if it has made this advance, (and no doubt it has made a great advance) it has been due more, I think, to the loyal, and efficient, and earnest working of my masters than to myself. And in leaving you and knowing that you are to have with you as my successor, Mr. Patterson, a gentleman with whom you are already well acquainted and for whom you have the highest esteem, I cannot but congratulate him, that he will have in you such an able body of men, and I know that you will serve him in the future as faithfully and loyally as you have served me in the past.

Students and pupils, I have had many opportunities of making known to you what I would like you to be. I have to thank you for the kind words in the address now presented to me. You will understand that I am not so conceited as to believe that I approach anything like the ideal man you represent me. But it is your way of telling me that I

have gained a place in your hearts, and, therefore, I accept your address most cordially. You will go on prosecuting your studies and I hope you will continue to do so diligently. It is right and proper to do that. You want to pass examinations. I hope you will pass. It is right and proper to try to accomplish that. But you will remember that mere education and mere passing examinations is not the highest aim in life. You will try to remember that education is only of value as it makes you better, purer, and nobler men. Strive then after nobility of character and purity of life. If you do that, then you will have your reward not only in this world but in the life to come. I will not detain you longer, as owing to the illuminations in honor of the visit of Prince Albert Victor there will be great crowds in the streets, which may prove very inconvenient for the smaller boys present and I have no doubt that the others desire to get out to see the illuminations. But before I leave I would like to give you some words which I hope you will bear in mind when I am far away from you, and I have thought of no better words than the words of the man who sent me to you, the late Dr. Norman Macleod, a man whose voice I think has been heard in this hall by some of the masters now present. He was a great and good man. He was one of the greatest men perhaps that Scotland has produced. He was a man fond of India and he practically gave his life for the good of India, therefore you ought all the more to remember his words. He loved you well. Take then these his words with you and in any trial or difficulty or temptation you may meet with in after-life, ever say within yourselves:—

"Perish policy and cunning!
Perish all that fears the light!
Whether losing, whether winning,
Trust in God, and do the right.
Some will hate thee, some will love thee,
Some will flatter, some will slight;
Cease from man, and look above thee,
Trust in God, and do the right."

I have now only one word more to say to you and it is a sad one:
FAREWELL!

When Mr. Sinclair uttered the word *Farewell*, many of the masters and students present were much affected.

Mr. J. E. Vedanayakam Pillay, 2nd Assistant, thanked the Chairman and the audience in a few well-chosen words.

The Chairman proposed three cheers for Mr. and Mrs. Sinclair and family which were heartily given; and the meeting dispersed.

ST. MARY'S COLLEGE, MADRAS.

JUBILEE MEETING.

The fiftieth anniversary of St. Mary's College, Madras, was celebrated on Monday, 9th December, in the College premises, the Very Rev. Father Meyer presiding. The students of the College had sports from 3 p.m. to 5 p.m., the Band of the Duke of Cornwall's Light Infantry being in attendance. The hall was crowded. The College Choir sang "Where art thou, bright beam of light," after which Mr. J. Hall, a student of the College, delivered the prologue given below, in which the development of the College for the past 50 years is described. The students then acted the fourth scene of the 4th Act of "King John" from Shakespeare, and the College Choir sang "Hail, smiling morn." The Rev. Father Walsh, Principal of the College, read the report for the year 1888, which stated that there had been an increase in the number of students. The Chairman then addressed the audience. He said he was very sorry that His Grace the Archbishop should be so unwell as not to be able to preside at the distribution of prizes that evening, being, as it was, the Jubilee of St. Mary's College. This was the fiftieth year of the existence of St. Mary's College; and, of those who could remember when the foundation of that old Seminary had been laid by Father O'Connell, and Dr. Currie, few could have predicted that, even after 50 years, it would have developed into a College. The parents of students had every reason to be satisfied with the old and venerable institution of St. Mary's, over whose head 50 years of noble records, of noble deeds, and 50 years of hard labour and hard work lay. He trusted that the next fifty years would be more successful and glorious in the history of that old institution than the previous half century. The evening's proceedings terminated with a display of fireworks.

The following is the Prologue:—

All hail! kind friends, who gather here to-night,
Your presence gives our boyish hearts delight;
And as we gaze around this festive hall
Our friends to count, we count you one and all.
Then seem as friends besides yourselves with glee
At all you hear from us and all you see.
Boys are we all, who trod no stage before,
Nor versed are we in histrionic lore;
And yet, as here each trembling actor stands,
He fondly hopes you'll loudly clap your hands.

But why to-night, this festive gath'ring here ?
 Ah! well, you know, it is our Jubilee year.
 Full fifty years ago, o'er ocean's foam
 From Erin's isle, their own beloved home,
 A band of men with wisdom, virtue, zeal,
 Sped to these shores to labour for our weal.
 No school was then to train our Catholic youth
 In learning, virtue, piety and truth ;
 Our grandsires grew, then youngsters just like me,
 To ignorance, a prey and infidelity.
 Uprose these walls and here was lit the fire.
 That scatters darkness and each low desire.
 Here the great Fennelly taught, whose glorious name
 Won through the land a well-deserved fame ;
 And here in days now long since passed away,
 When he was still in life's first bloom of May,
 Our kindly prelate, his most worthy Grace,
 Trained up in wisdom many a truant race.
 Then in these halls the muses found a home
 And honoured were the bards of Greece and Rome.

But now old times are changed, old manners gone,
 And glories shine no more that once have shone.
 Surveying now and Levelling is the rage
 And dull Book-keeping rules our sordid age.
 And we to clerks are turned before our time
 And learn to know the rupee's genuine chime.
 But oh ! ye sacred nine, who rule the lyre,
 Upon Madras send down your hallowed fire ;
 Light up the glories of your ancient shrine
 And to rude Goths reveal your face divine,
 Then the fine arts will flourish as of yore,
 And culture still be found the truest lore.

But hark ! another prayer ascends on high
 To Him addressed who rules o'er earth and sky.
 What is that prayer ? Ah ! 'tis our prayer sincere
 That thrive St. Mary's may from year to year,
 That many a fifty years she still may see
 And fairer still appear each Jubilee !

PUNJAB UNIVERSITY CONVOCATION.

The ninth Convocation of the Punjab University was held on 26th November in the hall of the Government College. The Viceroy, as the Patron of the University, was present, seated on a dais beside the Chancellor—the Lieutenant-Governor of the Punjab—and the hall was crowded to overflowing by Fellows, Graduates, under-graduates and spectators. After the reading of the annual report by the Registrar a resolution was passed by the Senate declaring the Viceroy to be a fit and a proper person to receive the degree of Doctor of Literature, *honoris causa*. The Chancellor, assisted by the Vice-Chancellor and the Registrar, then conferred the degree on His Excellency. Degrees were next conferred on the successful candidates, who were presented to His Honour the Chancellor.

THE VICEROY'S ADDRESS.

These proceedings having concluded the Viceroy delivered an eloquent address. After thanking them for conferring on him the degree of Doctor of Literature, he said :—

"It gives me great pleasure to see and hear something to-day of the great educational experiment which has been conducted in the Punjab University during the last few years. Many of you will be able to recall the difficulties and heart-searchings with which this University was called into existence. I think, however, the time has come when the University has emerged from the region of those doubts and difficulties and may look forward to establishing for itself, and permanently retaining, an honourable and conspicuous position in the educational system of British India. I cannot help thinking that when your founders desired that the higher education of this Province should stand by itself, and that your colleges should not be included within the trammels of a more or less mechanical system applicable to the whole of Northern India, their view was a just and reasonable one. I should be inclined to compare your position with that which is filled in the educational system of the old country by our Scotch Universities. As an Englishman nothing would pain or shock me more than to feel that by imposing on this country our own mode of education we were obliterating the culture which was indigenous to the soil; and I am therefore glad that in this part of the country the effort has been made to retain for Oriental culture an honourable and respected place. At the same time the methods of study to be pursued in connection with your Oriental work must be methods not less valuable as intellectual discipline than the methods pursued in connection with our Western studies. I hope you may look forward to a brilliant career, and nothing will contribute more to that end than the support you have received from the leaders of public opinion in this country.

"I cannot refer to this subject without expressing the great pleasure it gave me to visit the Aitchison College and see so many youths connected with the best families in this Province pursuing their studies under conditions so agreeable and advantageous to them. I trust it will come to pass in time that ignorance and prejudice will be looked upon by the leaders of public opinion in this Province as a national disgrace. Since I have been in India I have been very much struck by the fact that the people of the country are inclined not to under-estimate what they have

a right to expect from the spread of higher education, but to expect almost too much from it. Let me explain now my meaning in a few words. I have frequently noticed that complaints are made because our youths, when they have been educated at school and college, find it not so easy as they expected to obtain a University degree, and therefore there arise clamour and agitation for lowering the standard of the university examinations. It is not suggested that students should increase their own proficiency, but on the contrary that the examinations should be made easier. Then there is another point of dissatisfaction to which public expression is frequently given: complaints are made that your young men, after having obtained their University degrees, find great difficulty in obtaining suitable employment after they cease to be students. Again, there is a third complaint which is frequently made. I mean that in Colleges and Universities sufficient attention is not paid to what is spoken of as 'moral training,' and that the course of education tends perhaps to improve the intellectual qualities of those who follow it, but results in weakening instead of strengthening the moral fibre of the students. Now, gentlemen, when I refer to these points I hope you will not think I am wanting in sympathy with those who make those complaints. I am myself an old school and university student, and I can well remember that examination papers often appeared to us unreasonably difficult; but I do not think we ever conducted an agitation for a general lowering of the standard: with us it generally took the form of a profound belief that some evil Nemesis had prompted the examiners to put questions in that branch of a subject which by a strange coincidence we happened not to have studied. Allow me to express an earnest hope that the students, their friends, and the public will not exercise pressure with the object of unduly lowering the standard aimed at in your examinations here. Then in regard to the disappointment experienced by students in their failure to find suitable employment after they leave college: to speak quite frankly to you, I am afraid that the feeling of disappointment is one not likely to diminish as time goes on. Every year the number of young Indian gentlemen who go out into the world with university degrees will steadily increase, and I am afraid there will be no corresponding increase in the number of appointments open to them in the public service. The number of appointments which are now open to gentlemen born in this country is, compared with the total number of graduates, infinitesimally small; but even if we assume that every appointment in the service was thrown open to Indian students the number would bear a very small and insignificant proportion to the number of lads who ten years hence will be passing out into the world with university degrees. I know it is a great deal to ask you to look upon knowledge as a thing valuable in itself; but still I trust the time will come when students and their friends will come to look upon the possession of knowledge and upon the intellectual discipline which is obtained by close and careful study as things desirable in themselves, and that they will realise that there is no occupation so humble in life, however apparently insignificant, which will not be better performed by a mind which has undergone that discipline.

"And now, gentlemen, I will say one word on the third ground of complaint: but it is that to which I must say I listen with the most sympathy of all. It is a sort of cry of despair which was expressed the other day in some well-chosen words in an Indian newspaper, which were as follows:—'What sort of education is that which only would force the brain and consider the heart and soul of no account?'

Now, gentlemen, I deeply sympathise with those who hold these feelings, and yet although I am quite sure that those who are connected with the university do their duty to the best of their ability in regard to the moral training of their students, I am constrained to express my own belief that if you were to regard the colleges and universities of this country as solely responsible for the moral training of young men you are foredoomed to disappointment. Whether moral training is associated with religious sanctions or with an attempt to teach dogmatic theology, I do not believe that you can, here or elsewhere, teach morality in the same way as you teach science, history or law. And I am sure that those who have been educated at our own universities at home will bear me out when I say that in a university it is not to lecturers in ethics or to theological education that we look for strengthening the moral fibre of our young men in England. For that kind of training we have to look in the first place to the personal example of teachers to whose guidance mainly we have to trust, and not less to the general tone and feeling among the senior students and those who have the opportunity of setting an example to the rest. We have to look, again, to the surroundings which our young men meet with in their own families and at home: and, last of all, to the tone of public opinion. In this country schools and colleges are little worlds of their own, and we very often find reflected in them—probably in an exaggerated shape—the faults and imperfections of the society which surrounds them; and if that society is indifferent to questions involving moral rectitude you will find that the schools and colleges will follow suit, and that the moral tone obtaining in them will be a low moral tone.

"I have detained you for the moment on these points because it seems to me that it would be a very serious misfortune if, owing to any shortcomings in regard to moral training, our students' judgments were to go against our colleges and universities, as if they were responsible for the result. The qualities of purity, modesty and respect for authority, whether in the family or the State, are qualities which tutors and professors will inculcate in vain unless supported by the great body of public opinion outside; and, therefore, it is for the leaders of public opinion in India to see that a high standard of morality is observed, and that the efforts of the Government for the education of its youth are ably seconded by their own efforts in the same direction."—*Pioneer*.

UNIVERSITY OF MADRAS.

MATRICULATION EXAMINATION, 1889. ENGLISH LANGUAGE.

I. Paraphrase:—

But what strange art—what magic can dispose
The troubled mind to change its native woes,
Or lead us willing from ourselves to see
Others more wretched, more undone than we?
This books can do;—nor this alone, they give
New views of life, and teach us how to live;
They soothe the grieved, the stubborn they chastise,
Fools they admonish, and confirm the wise;
Their aid they yield to all; they never shun
The man of sorrow, nor the wretch undone;
Unlike the hard, the selfish, and the proud,
They fly not sullen from the suppliant crowd,
Nor tell to various people various things,
But show to subjects what they show to kings.

II. Turn all that is direct in the following into indirect narration :—

"Gentlemen," I said, after silence had been restored, "there are more things in heaven and earth than are dreamt of in your philosophy. Do not be astonished at my statement. Is it fair to judge me by appearance only?" "We never have judged," replied one of my hearers, "and we never will judge you in this way." "What a wonderful admission!" I said, "surely you cannot mean what you now assert." He responded "How can you doubt it? Would that I could restore your confidence in our fidelity!" "Show it by action," was my answer, "and you need never fear my disapproving of your conduct."

III. 1. Re-write the following sentences as required, making the necessary but only the necessary changes :—

(a) The Magistrate was too keen a judge of men to misunderstand the character of the witness. Use 'so' instead of 'too.'

(b) He is supposed not to have done his exercise himself. Make 'exercise' the subject.

(c) He is almost the best scholar in the class. Use the positive instead of the superlative.

2. Express each of the following as a simple sentence :—

(a) It seems that he has gained the prize for good conduct.

(b) He left instructions about how his property should be disposed of.

(c) They loaded the guns as quietly as they could.

(d) I am disappointed that I have not received a letter from you.

IV. 1. Combine into one simple sentence the following :—The general marched upon the enemy. He marched upon them on the 25th of April. He did so after some light skirmishing. He routed the enemy. He routed them with great slaughter. The slaughter was so great as to cause astonishment in the minds of the populace.

2. State what part of speech each of the following italicised expressions is equivalent to, and give its construction :—*The moon having risen*, the leader of the band addressed his men, saying that the task before them was as dangerous as it was difficult; yet they would be made to neglect this opportunity; at the worst they could still die like brave men.

3. Use a clause for the phrase italicised in each of the following so as to bring out the exact force of 'for' :—(a) He knows a great deal for a lad of ten. (b) For all his possessions he was discontented. (c) He has been educated for the bar. (d) Oh for a lodge in some vast wilderness.

V. 1. Give adjectives (not participles) derived from *fire, fraud, joke*; verbs from *gold, secret, huff*; and abstract nouns (not participles) from *social, prevail, speak*.

2. Give a verb, an adjective, and a noun formed from each of the following words :—*human, trust, friend*.

VI. 1. Write sentences containing the following expressions so as to distinguish their meaning :—*confer with, confer upon; prevail over, prevail with; official, officious; waive, wave*.

2. The following words have different meanings according to the position of the accents :—*invalid, incense, distinct*. Write each word first with one accent and then with the other, and give in each case the meaning.

VII. 1. Give in four sentences the meaning of "*It is my duty to study hard*," using in each the proper form of one of the following expressions :—*be incumbent, devolve, bind, oblige*. Similarly give the meaning of "*I agree to this*" by using the following :—*acquiesce, assent, concur, subscribe*.

2. Write the following sentences correctly :—(a) Of all others he is by far the best pupil. (b) Robert has been unwell since four days. (c) He was more popular but not so much esteemed as his predecessor. (d) A boy is known from the character of those who he associates with.

19-

VIII. State what the italicised words in each of the following metaphors is compared to :—

1. A *doubt* ever smouldered in their hearts.

2. A hundred *hills* their dusky backs upheaved above the silent ocean.

3. The noble youth had reaped the highest *honour*.

4. His *cheek* was ploughed with the furrows of years.

IX. As an exercise in composition, write an essay not exceeding two pages on "the benefits arising from gymnastics."

ENGLISH TEXT.

I. Paraphrase :—

1. There is a comfort in the strength of love;

'Twill make a thing endurable, which else
Would break the heart ;—old Michael found it so.

2. Disgust contented

Is oft-times proof of wisdom, when the fault
Is obstinate, and cure beyond our reach.

3. Her heart was in her house.

4. He could look his trouble in the face.

5. Among the stones I stood a stone.

6. The shark is in London, and the shark's prey.

II. 1. Who were Milton, Newton, and the Mantuan Bard, and how does Cowper refer to each of them?

2. Give a short account of the incidents alluded to in the following extracts :—

(a) 'Twas Pilate's question put to Truth itself, that deigned him no reply.

(b) Foolish man foregoes his proper bliss, even as his first progenitor, and quits (though placed in Paradise) substantial happiness for transient joy.

(c) Ten righteous would have saved a city once.

III. 1. Give in simple prose an account (not exceed one page in length) of the cultivation of the cucumber.

2. Describe briefly, with the names of the persons referred to, the incidents with which the following extracts are connected :—

(a) Turning his own gifts against the giver.

(b) On one occasion his vigilance had well nigh proved fatal to him.

(c) The man whom the hostile array of armies could not daunt, was not to be turned from his purpose by a woman's prayers.

IV. 1. Point out anything faulty in the grammar or construction of the following extracts :—

(a) We have no other child but thee to lose.

(b) Sometimes was he seen sitting alone with that his faithful dog.

2. State the part of speech and the construction and meaning of the words in italics in the following :—

(a) Discharge *but* these kind offices.

(b) Not a rood of land *but* was under cultivation.

(c) His safety left no alternative *but* to anticipate the blow.

3. State the part of speech and the construction of the words in italics in the following.

(a) Such herds *as* make London, vast and boundless *as* it is, a crowded coop.

(b) The Spaniards *as* incapable of being circumvented by artifice, *as* of being crushed by weight of numbers in the open field.

(c) Such feelings of security *as* the general could inspire him with.

V. Re-write the following without using any figurative language :—

1. All flesh is grass.

2. The wings that waft our riches out of sight grow on the gamester's elbows.

3. The cloud of slavery is not without its silver lining.

4. What chance that I should crack the satiric thong?

VI. 1. Explain clearly the meaning of the words in italics in the following:—

(a) The link by which one common maker bound me to the *kind*. (b) So manifold all pleasing in their *kind* are the employs of rural life. (c) In the court of one of these temples they were *quartered*. (d) A great sacrifice of children had been offered up in a distant *quarter* of the town. (e) *Quarter* was offered to the garrison.

2. Give the meaning of the following phrases:—to tell her beads; hunter's fare; summer-month retreats; metropolitan volcanoes; cardinal points; a sort of tropical Holland; the false modesty of self-depreciation.

3. What is the meaning intended to be conveyed by italicising the words 'are said' in the following?

Six thousand victims *are said* to have been annually offered up at their sanguinary shrines.

VII. In the following sentences make the changes asked:—

1. Luke was in his eightieth year. (*Use the cardinal number.*)

2. None trembled more than the *Aztec* emperor on his throne among the mountains. (*Use the positive of 'more.'*)

3. Mr. Ohlsen dropped asleep as soon as the sledge began to move. (*Begin with 'No sooner.'*)

4. It was intended that the embassy should reach the Spaniards before they crossed the mountains. (*Use the verb 'crossed' with the word 'not.'*)

FIRST ARTS EXAMINATION, 1889.

ENGLISH POETRY.

I. 1. Paraphrase the following passage, naming the speaker:—

This England never did, nor never shall,
Lie at the proud foot of a conqueror,
But when it first did help to wound itself.
Now these her princes are come home again,
Come the three corners of the world in arms,
And we shall shock them. Nought shall make us rue
If England to itself do rest but true.

Quote or give the substance of a couplet in Byron's 'Greece' expressing a similar sentiment.

2. Write a short paragraph expounding 'the leading thought of the play,' which, it has been said, 'is intimated' in the above extract.

3. Point out not more than three deviations from actual history (not mere anachronisms) in the play of King John and account for the fact that no mention is made in it of the *Magna Charta*.

II. 1. Describe how the Bastard and Constance were respectively affected by the knowledge of the fact that Lewis and Blanche had 'gone to be married.'

2. Show how the principle of 'poetical justice' is satisfied in the fate of Constance.

III. 1. What is the grand moral of *Paradise Lost*?

2. "An Heroic Poem, according to the opinions of the best critics, ought to end happily, and leave the mind of the reader, after having conducted it through many doubts and fears, sorrows and disquietudes, in a state of tranquillity and satisfaction." How far has Milton in *Paradise Lost* fulfilled this condition of excellence in an heroic poem?

3. Addison thought that the Poem should have ended with the couplet:—

The world was all before them, where to choose

Their place of rest, and Providence their guide.

Milton thought otherwise, adding the lines:—

They hand in hand, with wandering steps and slow,

Through Eden took their solitary way.

What may be said in support of Addison's view? Defend Milton's course.

IV. 1. Describe the cause, the manifestation, and the effects of then alienation of Roland and Sir Leoline.

2. How may it be shown that one can see more in the darkness than in the light; and what lesson is drawn from this circumstance by Blanco White in his sonnet?

3. Describe the metre of 'the Shamrock,' 'the Skylark,' and 'the Fall of Sennacherib.'

V. Express in your own words the meaning of the following extracts:—

1. What since thou sworest is sworn against thyself
And may not be performed by thyself,

For that which thou hast sworn to do amiss

Is not amiss when it is truly done,

And being not done, where doing tends to ill,

The truth is then most done not doing it.

2. Yet know withal

Since thy original lapse, true liberty

Is lost, which always with right reason dwell,

Twinned, and from her hath no dividual being.

3. Subverting worldly-strong and worldly-wise

By simply meek.

4. Oh sir the good die first

And they whose hearts are dry as summer dust

Burn to the socket.

5. Be pleased then

To pay that duty which you truly owe

To him that owes it, namely this young prince.

6. Our birth is but a sleep and a forgetting;

The soul that rises with us, our life's star,

Hath had elsewhere its setting

And cometh from afar.

VI. 1. Point out and correct errors in the following extracts, giving reasons for any changes you make:—

(a) Of Arthur whom they say is killed to-night.

(b) Now is the stately column broke

The beacon light is quenched in smoke.

(c) Yet can't thou without thought or feeling be?

Oh say what art thou when no more thou'rt thee?

2. Parse and give the construction of the words in italics:—

(a) Ere the third dawning light *return*.

(b) 'Twere long to *tell*.

(c) Slowly and sadly we laid him down

From the field of his fame fresh and *gory*.

To what part of speech is the phrase 'from the field of his fame' equivalent, and what is its construction?

3. Show how Shakespeare pronounced the word *Rome*, and how Milton pronounced *argue*.

4. Bring out the humour in the Bastard's reply:—

Sal.

Must I rob the law?

[Drawing his sword.]

Bast. Your sword is bright, sir; put it up again.

5. Fully state the comparison indicated in the following line.

'Tis but as ivy-leaves around the ruined turret wreath.

VII. Give in your own words the meaning of each of the following:—

Lord of my presence—marked, *quoted*, and signed—for 'aught he knew—to cull the plots of best advantages—servant of servants—a quire of squadroned angels—fiery darts—this top of speculation—colours nailed to the mast—the sullied olive-branch—crowned and mitred tyranny—thoughts too deep for tears.

VIII. 1. Give the meaning of *so* in each of the following extracts and explain how the word came to have the meaning which is expressed in the first of these examples:—

- By my christendom,
- (a) *So* I were out of prison and kept sheep,
I should be as merry as the day is long;
And *so* I would be here, but that I doubt
My uncle practises more harm to me.
- (b) We will not * * attend the foot
That leaves the print of blood where'er it walks.
Return and tell him *so*.

2. Give the exact force of the words in italics:—

Her sin *his* injury,

Her injury the beadle to her sin.

3. Show that there is a redundancy in each of the following:—

- (a) *An* if thou hast the mettle of a king.
(b) Doubt not *but* that sin will reign among them.
(c) Without the vent of words; *which these* he breathed:—

IX. Point out and explain the allusions in the following extracts:—

1. *Lady F.* What means this scorn, thou most untoward knave?
Bast. Knight, knight, good mother, Basilisco-like.
2. Look where three-farthings goes.
3. Worth a hundred Agincourts.
4. The double-founted stream
5. Thus with ten wounds,
The river-dragon tamed at length submits,
To let his sojourners depart.
6. Needs must the serpent now his capital bruise
Expect with mortal pain.

ENGLISH PROSE.

I. 1. Briefly relate the circumstances connected with the sale of the manuscript of the *Vicar of Wakefield*.

2. The plot of the *Vicar of Wakefield* contains many improbabilities. (a) Mention two of the improbable occurrences that are the means of finally bringing together and making happy the members of the Vicar's family; and (b) quote, or give the substance of, a reflection of Goldsmith's, when these improbabilities are at their height, which shows that he felt the need of making an apology for them.

II. 1. Mention the chief features of the character of Dr. Primrose, and refer, in connection with any two of them, to some incident in the text which illustrates them.

2. Mention any two circumstances in the *Vicar of Wakefield* that are apparently of an autobiographical character.

III. 1. Dr. Primrose says, "The ignorant peasant without fault, is greater than the philosopher with many; for what is genius or courage without a heart?"

— 'An honest man's the noblest work of God.'"

Give the substance of Mr. Burchell's reply to this.

2. State very briefly Goldsmith's argument against the capital punishment of offences of a slight nature.

VI. 1. Refer to any occasion on which Mrs. Primrose manifests her motherly vanity, and her desire to appear genteel.

2. State (a) how, and with what result, Moses Primrose first made the acquaintance of Ephraim Jenkinson; and (b) in what character each of the Primroses appeared in the family picture, and why the picture was compared to Robinson Crusoe's longboat.

3. Explain the following:—(a) faces patched to taste; (b) to cross her hand with silver; (c) to give them gingerbread by letters at a time; (d) warm fortunes; (e) a Cartesian system, each orb with a vortex of its own.

V. 1. (a) Give the responses of the oracle of Delphi that Croesus took to be favourable to his going to war with the Persians; and (b) state the reply of the Pythoness to his charge of ingratitude against Apollo.

2. Mention any one of the Babylonian customs that Herodotus records with approval. By what means did Cyrus succeed in taking Babylon, and by what stratagem did it at a later time fall into the hands of Darius?

VI. 1. State what appeared to Herodotus particularly strange about the annual inundations of the Nile, and what he thought to be the least plausible explanation of the phenomenon.

2. Explain the story of the winged serpents from Arabia.

3. Give, with the reason why Herodotus accuses Homer of knowing and yet suppressing it, the Egyptian version of the story of Helen.

VII. 1. Swayne says that "despotism was fated to receive its death blow at Athens" through Agariste, the daughter of Cleisthenes of Sicyon. Show clearly how this took place.

2. Sketch the character of Themistocles. What different account of the conduct of Themistocles, in connexion with the battle of Salamis, and its results is given by Æschylus?

VIII. 1. What events of modern history does Swayne suggest as parallel to (a) the Lydian horsemen fighting on foot before Sardis, and (b) the last stand of the Greeks at Thermopylæ? What is the probable explanation of the 'arrow' of Abaris, and why does Herodotus pronounce apocryphal the voyage of the Phœnician ships round Africa?

2. What is meant by (a) the love of horse-flesh—in the civilised sense, (b) a four-horse family, and (c) to run the gauntlet? Why was the right of the line of battle the post of honour, and who were the Persian 'Immortals'?

3. Explain:—

- (a) Perhaps Marathon made Morgarten possible.
(b) I see how it is, Histiaüs, thou hast stitched the shoe, and Aristagoras has put it on.
(c) The barometer of Hellenic confidence fell again.
(d) Miss Livy's feet seemed as pat to the music as its echo.
(e) I'll warrant we'll never see him sell his hen of a rainy day.

ENGLISH LANGUAGE.

I. Paraphrase:—

'Tis not the babbling of a busy world,
Where praise and censure are at random hurled,
Which can the meanest of my thoughts control
Or shake one settled purpose of my soul;
Free and at large might their wild curses roam,
If all, if all, alas! were well at home.
No, 'tis the tale which angry conscience tells,
When she with more than tragic honor swells
Each circumstance of guilt, when stern, but true,
She brings bad actions forth into review,
And like the dread handwriting on the wall,
Bids late Remorse awake at Reason's call.

II. 1. 'The majority of words in the English Tongue are not English and yet the language is English.' Reconcile these statements.

2. State from what word each of the following has been abbreviated:—palsy, proxy, sexton, surgeon.

3. Show how the derivation of the following words is obscured by the way in which they are spelt:—aisle, whole, scent, forego.

III. In the following sentences state what objection may be taken to each of the words in *italics*, substitute or mention the appropriate word, and use each of the italicized words correctly in a sentence of your own :—

1. Shakespeare was the *mutual* ancestor of Englishmen and Americans.
2. Sometimes she had lodgers who were often there also. She had an *alternation* of them. There was the corn-merchant, the advocate, the clergyman, &c.
3. You must not consider that I am wishing to *deteriorate* in the slightest degree from the merits of that great and good man.
4. A *capacious* rent has been made in a part of his costume.
5. His atrocious taste in dress might have been *condoned* by modesty of mien.
6. Burke could *trace* effects to their causes and *predicate* from the actual what must be the future.

IV. 1. 'In poetry, words are frequently used with an accentuation (or a pronunciation) different from that adopted in ordinary speech.' Point out such words in the following extracts, mark the accent in each, and show where it would be placed in 'ordinary speech' of the present day :—

- (a) Or ask of yonder argent fields above,
Why Jove's satellites are less than Jove.
- (b) At Edmonton his loving wife
From the balcony spied
Her tender husband, wondering much
To see how he did ride.
- (c) Fame if not double faced is double mouthed
And with contrary blast proclaims most deeds.
- (d) 'Twixt that and reason what a nice barrier
For ever separate, yet for ever near.
- (e) But to convince the proud what signs avail
Or wonders move the obdurate to relent?
- f) Instruct my daughter how she shall persevere
That time and place with this deceit so lawful
May prove coherent.

2. Write down the following words in a column and shew that you know how to pronounce them by writing opposite to each a word that rhymes with it :—*fool, water, lose, cease, door, four.*

- V. 1. What was originally the case absolute?
2. What was originally the form of the infinitive?
3. What is the only example in the language of a reduplicated verb?
4. What was originally the spelling of *it*?
5. Which of the ordinals is of foreign origin and what Saxon word did it supplant?
6. What is the letter *r* in *children* and *near* respectively, and what is the *m* in *am* and *seldom*?

VI. 1. Introduce each of the following words *used metaphorically*, into a sentence of your own and bring out the comparison implied :—*pillar, reius, helm, avenue.*

2. Show by illustrative sentences that you understand the difference in meaning or in usage between the words in the following pair :—*informer* and *informant*, *receiver* and *recipient*, *receipt* and *reception*, *personalty* and *personality*.

VII. Explain each of the following sentences :—

1. In the accounts we have had of the recent strikes in London, one thing stands out clear, and that is that it was the labourers and not their employers who were masters of the situation.
2. Tired of our forced inaction, we longed to try conclusions with the enemy in the open.
3. The police felt they were on their trial, and left no stone unturned to bring home the guilt to the prisoners.

4. He gave himself such airs when he came to see me, that I lost no time in sending him about his business.

5. There are statesmen who need to be reminded that the cry of Wolf! Wolf! which they so delight in raising, may bring the wolf upon them sooner than they expect.

6. I feel that, if I took the step you advise, I should indeed be crossing the Rubicon.

VIII. Write an essay of three pages on *one* of the following subjects :—
'The proper employment of one's leisure hours' or 'The value of libraries public and private.'

UPPER SECONDARY EXAMINATION.

PREPARATORY PAPERS SET AT

CHENGALVAROYA NAICKER'S COMMERCIAL AND TECHNICAL HIGH SCHOOL.

DECEMBER 1889.

ENGLISH GRAMMAR AND LANGUAGE.

10 A. M.—12 NOON.

I. Paraphrase :—

I am the daughter of the earth and water,
And the nursling of the sky;
I pass through the pores of the ocean and shores;
I change but I cannot die,
For after the rain, when, with never a stain
The pavilion of heaven is bare,
And the winds and sunbeams, with their convex gleams
Build up the blue dome of air—
I silently laugh at my own cenotaph,
And out of the caverns of rain,
Like a child from the womb, like a ghost from the tomb
I rise and upbuild it again.

SHELLEY—*The Cloud.*

II. Point out the necessary conditions of a perfect Alphabet; and show how far the English alphabet conforms to these conditions.

III. (a) Explain the formation of the words :—*drake, wilenagemot, widower, children, peas, arms, Lady-day, eleven.*

(b) Make two columns one masculine, the other feminine; and place each of the following words in the column that marks its gender, and write out (where such forms exist) the masculine or feminine word (as the case may be) corresponding to it, in each case, in the opposite column :—*vizen, infant, margrave, hind, baron, madame, marquis, testator, jackdaw, termagant.*

IV. (i) Write out :—

(a) a sentence having a noun as object, and replace that noun by a noun clause.

(b) a sentence with *so*, in which *so* may be replaced by a noun :

(ii) Change into a noun clause the italicised words in (a) "*Nelson's bravery* was never doubted," (b) "*the extent of the damage* is not yet ascertained."

V. (a) Express the following idea in the positive and comparative degrees making as few changes as possible in the language :—

London is the greatest city in the world.

(b) Change the following passage into the Direct Form of Speech :—

"It was no insignificant affair, he told them, this Vendée insurrection. The peasants, he said, were brave, and fought with the enthusiasm of fanatics who believed death in the field to be a passport to heaven. He complained, too, of the miserably ill-provided state of his army, and of the cowardice of the new recruits, who, he said would not stand fire."

VI. (a) Explain the meaning of the following idiomatic sentences:—

(i) Prices are looking up. (ii) I have made up my accounts. (iii) I have made up his loss to him. (iv) He is working against time. (v) They are at cross purposes. (vi) His speech must be read between the lines.

(b) Shew by examples the use of the verb *give* when followed by the prepositions *up*, *in*, and *out*; and give in each example one other verb having the same meaning as *give up*, *give in*, and *give out*.

(c) Turn into the passive voice:—

(i) The master found fault with the boy.

(ii) Touch me at your peril.

(d) Correct the following:—

(i) He confused up two different things.

(ii) Each of us have separate establishments for business.

(iii) This book is different to the one of my brother's.

VII. Analyse the following sentence:—

"The splendour falls on castle walls
And snowy summits old in story;
The long light shakes across the lakes
And the wild cataract leaps in glory."

PARAPHRASE AND COMPOSITION.

2½ P. M.—5 P. M.

I. Paraphrase:—

(1) I hold it truth, with him who sings
To one clear harp in divers tones,
That men may rise on stepping-stones
Of their dead selves to higher things.

TENNYSON.

(2) Fill the bright goblet, spread the festive board!
Summon the gay, the noble, and the fair!
Through the loud hall in joyous concert pour'd,
Let mirth and music sound the dirge of care!
But ask not thou if happiness be there,
Or if the brow the heart's true livery wear;
Lift not the festal mask!—enough to know,
No scene of life but teems with mortal woe.

SCOTT.

(3) Upon the forest-side in Grasmere Vale
There dwelt a shepherd, Michael was his name;
An old man, stout of heart, and strong of limb,
His bodily frame had been, from youth to age,
Of an unusual strength; his mind was keen,
Intense and frugal, apt for all affairs,
And in his shepherd's calling he was prompt
And watchful more than ordinary men.

WORDSWORTH.

(4) Whate'er the passion, knowledge, fame, or poif,
Not one will change his neighbour with himself.
The learned is happy nature to explore,
The fool is happy that he knows no more!
The rich is happy in the plenty given,
The poor contents him with the love of Heaven.

POPE.

COMPOSITION.

Write an essay on one of the following subjects:—

The comparative advantages and disadvantages of manufacture by machinery or by hand labour.

The effect of the Suez Canal on the commerce of the world.

The commercial advantages of railways.

To what branches of commerce is steam-manufacture applicable in India?

The advantages and disadvantages of Hindu hotels. Suggest a plan for a model Hindu hotel that could be carried on at a profit.

ENGLISH HANDWRITING AND SUPERIOR PENMANSHIP.

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LONDON, 25th January, 1891.

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We have the pleasure to acknowledge receipt of your favour of the 23rd instant and to hand you herein the a/c sales of 10 m. \$ ex. *Ariel*, referred to in our last, the net proceeds of which, \$1,863-17-6, we shall pass to your credit on 27th instant.

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PETER CATOR PRIZES.

LOWER GRADE EXAMINATION.

NOVEMBER 1890.

Prizes.

Fifteen Money Prizes of Rupees 50, 45, 40, 35, 30, 25, 25, 20, 20, 15, 15, 10, 10, 5, 5, respectively, will be awarded to the fifteen highest Candidates, and Certificates of Merit to all who obtain half the total number of marks.

Subjects.

Old Testament.—Joshua and Judges i—xvi (inclusive).

New Testament.—Gospel of St. Luke.

Memoriter.—Psalm xxv. 1—22. Psalm lxxiii. 1—11. Coloss. iii. 1—17. Galatians iii. 1—14.

Candidates.

Candidates must not be below fourteen, nor above nineteen at the time of examination.

Matriculated Students, Students in Theological Colleges, and persons who have already obtained Cator Prizes are not admissible as Candidates.

The names of Candidates, duly filled up in the printed blank form of application, which can be had at the Church Mission Office, Egmore, Madras, must be sent in on or before the 31st August, with the entrance fee of eight annas. Application made after that date can only be received on payment of a double entrance fee till the 15th September 1890.

The Examination will be held on the first Friday and Saturday in November.

HIGHER GRADE EXAMINATION.

Prizes.

There will be six Money Prize of Rs. 120, 100, 80, 60, 50, and 40, respectively, and Certificate of Merit will be awarded to all who obtain half the total number of marks.

NOVEMBER 1890.

Subjects.

Old Testament.—The history of David (from the death of Saul) and Solomon.

New Testament.—Gospel of St. John. 1st Epistle General of St. Peter.

Christian Evidences.—Letters to Indian Youth, by Dr. Murray Mitchell. (S. P. C. K. Depot.)

Memoriter.—Psalm xxii; Proverbs xvi. 17—33. Isaiah lv. 6—11. St. Luke vi. 20—38. Ephes. ii. 1—22. Hebrews x. 1—22.

NOVEMBER 1891.

Subjects.

Old Testament.—1 Kings xii—xxii. 2 Kings i—xxv and Nehemiah i—xiii.

New Testament.—Gospel of St. Mathew and 2nd Epistle General of St. Peter.

Christian Evidences.—

Memoriter.—Psalm xxxviii. 1—22. Ezekiel xviii. 19—27. Hosea. xl—15. Joel ii. 21—32. St. John xvii. 1—18. St. James. iv. 1—17.

Candidates.

The Examination is open to all persons below the age of twenty-six except Ministers and Catechists.

The names of Candidates, duly filled up in the printed blank form of application, which can be had at the Church Mission Office, Egmore, Madras, must be sent in on or before the 31st August, with the entrance fee of one Rupee. Applications made after that date can only be received on payment of a double entrance fee till the 15th of September 1890.

The Examination will be held on the first Friday and Saturday in November.

November 8, 1889.

W. G. PEEL,
for the Administrators.

24-

The following is the list of Candidates who obtained Prizes and Certificates at the Peter Cator Higher Grade Examination of 1889, in the Order of Merit.

No.	Names.	Schools.	Marks Maximum 360	Remarks.
PRIZE WINNERS.				
1	David Vedamanikam ...	Caldwell College, Tuticorin...	298	Prizes, Rs. 1st 120
2	V. Manikavasagam ...	Do. do. do. ...	289	2nd 100
3	T. K. Benjamin ...	Christian do. Madras ...	285	3rd 80
4	Samuel V. Nargunam ...	S. P. G. do. Trichinopoly.	281	4th 60
5	Amurtham Samuel ...	L. M. S. Seminary, Banga- lore.	279	5th 50
6	Pulipaka John Henry Jagannadham.	Christian College, Madras...	269	6th 40
Those who obtained Certificates.				
7	Jesudasen V. Thomas ...	C. M. S. College, Tinnevely.	268	
8	Amelia Shepherd ...	Lawrence Asylum ...	264	
9	Edward William St. John Norman Porret...	Doveton College, Madras ...	259	
10	S. Gnanadikan Pillai ...	Christian College, Madras ...	255	
11	Solomon David ...	Private Study, Trichinopoly.	253	
	Paul Joel ...	Do. Nagercoil ...	253	
13	Devasihamani Coilpillai.	Caldwell College, Tuticorin...	251	
	J. R. Kalyanaraman ...	Noble College, Masulipatam.	251	
	Yesudian Stephen ...	Christian College, Madras ...	247	
15	Charles Frederick Sharp	Doveton College, do. ...	247	
	Narguna G. Ponniah ...	S. P. G. College, Trichinopoly	247	
18	Abraham Gunamudian...	L. M. S. Seminary, Nagercoil	246	
19	Samuel Joseph ...	American Mission College, Pasumalai.	243	
20	John Samuel Abraham...	Christian College, Madras...	241	
21	V. L. Narasimham ...	Noble College, Masulipatam.	240	
22	Annie Aickin ...	Lawrence Asylum ...	238	
23	Elizabeth Bunker ...	Do. do. ...	237	
24	Daniel Perumal ...	American Mission College, Pasumalai.	236	
25	Velandai Gopalan ...	Christian College, Madras ...	234	
26	T. Seturamayya ...	Noble College, Masulipatam.	232	
27	P. P. Kuriyan ...	Christian College, Madras ...	230	
28	Siddhappa Lakshaman Aralikatti.	L. M. S. Seminary, Bangalore	229	
29	T. Lakshmonan ...	Christian College, Madras ...	228	
30	S. Devathasen ...	C. M. S. College, Tinnevely.	227	
31	Y. Coilpillai Davamani...	Caldwell College, Tuticorin.	225	
32	J. Balaram Gnanu Olivu...	Do. do. ...	222	
33	Jane Sprowles ...	Lawrence Asylum ...	221	
34	V. Brahmayya ...	Noble College, Masulipatam.	216	
35	Irulappen David ...	American Mission College, Pasumalai.	215	

No.	Names.	Schools.	Marks Maximum 360.	Remarks.
<i>Candidates who obtained Certificates,—(continued.)</i>				
36	Laurance Dudley Par- sons	Doveton College, Madras	214	
37	P. Rajaratnam	Christian do. do.	213	
38	Gnanayutham Joseph	American Mission College, Pusumalai	212	
39	Esabatte Krishnasawmy Naidu.	Bangalore Central College, and London Mission.	207	
40	William Henry Hart Chatterton	Doveton College, Madras	206	
41	Samuel Devasahayam	C. M. S. College, Tinnevely	205	
42	Benjamin Apparow Aro- gyam.	L.M.S. Seminary, Bangalore	204	
43	D. S. Adaikadam Pillai	Christian College, Madras	202	
44	John Arulappan Ponniah	American Mission College, Pusumalai.	197	
45	Christian Asirvatham	Private Study	196	
	M. Coipillai	C. M. S. College, Tinnevely	196	
47	David Joseph Stephen	Do. do. do.	193	
48	Santhappen Savarimoo- too.	American Mission College, Pusumalai.	192	
49	Eleazar James	Caldwell College, Tuticorin.	188	
50	Vethakan Isaac	Karur	187	
51	J. A. Samuel	Do.	186	
	Pakianadan Swamiadian	Sawyerpuram	186	
53	James Henry Coombes	Doveton College, Madras	185	
	Sebangnanam S. Arula- nantham.	C. M. S. College, Tinnevely	182	
54	K. Pugnayya	Noble College, Masulipatam.	182	
56	B. Kuppu Row	Christian College, Madras	181	
	D. Moses Adaikalam	Caldwell College, Tuticorin.	181	
57	K. V. Chakko	C. M. S. College, Cottayam.	181	
	Joseph Ambrose	Do. Tuticorin	181	
	Herbert Alfred Hart	Doveton College, Madras	180	
60	Edward Srinivasa	C. M. S. College, Tinnevely	180	
	B. Sriramulu	Noble College, Masulipatam.	180	

PROCEEDINGS OF THE DIRECTOR OF PUBLIC INSTRUCTION.

Budget Estimates of District Boards and Municipalities for 1890-91.—The Director of Public Instruction resolves to communicate to the Inspectors of Schools and the Inspectresses of Girls' Schools and Assistant Inspectors copy of letter No. 10663 of the 9th instant, addressed to the Presidents, District Boards, and Chairmen of Municipal Councils, regarding the submission of extracts from the budget estimate for 1890-91. The Inspector of Schools, Western Circle, the Inspectresses of Girls' Schools, and the Assistant Inspectors of Schools, should forward their proposals direct to the Presidents of the District or Taluk Boards, or to the Chairmen of the Municipal Councils, but Assistant Inspectors should consult the Inspector of the Circle on their proposals generally before sending them in. The Director trusts that the above officers will, when practicable, personally discuss

with the District and Taluk Boards and Municipal Councils the educational position and necessities of each District or Taluk Board or Municipality before forwarding their proposals, and that they will render every possible assistance to the above officers in the discussion of the budgets. The Inspectors of Schools are requested to submit, as soon as possible, their views regarding the decision arrived at by the Boards or Municipal Councils concerned on the proposals made by Assistant Inspectors, dealing fully with those points in which there has been any difference of opinion between them or their Assistants and the Board or Council. They should also notice the omission to provide for any necessary educational object, such as accommodation for schools, schools for indigent classes, &c. This is necessary to enable the Director to be in full possession of the arguments *pro* and *contra* on the several points in issue and thus to be able to advise Government fully in regard to the educational requirements of each Board or Municipality as the case may be. The Inspectors are also requested to state whether due provision has been made under each major head, and whether the distinction between Combined system schools and Salary Results schools has been carefully observed. For purposes of reference, a list of schools aided on the Combined system, with the estimated outlay on fixed stipends and results grants, together with the average attendance at the time of the submission of the budget, should accompany the Inspectors' letters.

Proposals should be submitted regarding the appointment of Superintendents of Board schools in districts where they are necessary. The Inspectors should point out to the Presidents of the District Boards concerned that credit may be taken for grant from Provincial funds for their salaries under Article 29 (IV), Chapter II of the Grant-in-aid Code. Where the strengthening of the staff of Inspecting schoolmasters is absolutely needed, it should be brought to the notice of the District Board concerned.

In Local Fund circles and Municipalities where there are Muhammadan schools, provision should be made for sending annually one or two teachers to the Government Muhammadan Normal School, Madras, for training. The scholarship now given is Rs. 8, but this may be enhanced by the Board if necessary.

The Inspectors are also requested to see that suitable provision is made for technical and physical education as well as for sending children of artisans and others to the School of Arts, Madras. They should also see that District Boards and Municipal Councils provide sufficiently for the training of teachers of the Primary grade, higher. This is necessary for the growth and development of Upper Primary education. The question of organizing Sessional schools for the special benefit of teachers who cannot avail themselves of Normal schools should also receive attention.

The attention of the Inspectors is also drawn to Proceedings No. 1697-O, dated 2nd November 1889, regarding the question of grading the masters of Salary Results schools, and they are requested to submit, if they consider it expedient to do so, proposals for grading the masters of the schools concerned on the lines sketched in the Proceedings in question.

The Inspectors or Assistant Inspectors are also requested to draw the attention of Local Boards to the financial position of any school, Middle or Primary, the cost of which is manifestly excessive, and to suggest the necessary reductions in expenditure. In several Divisions the cost of some of the schools maintained is out of all proportion to the work being done in them.

The Director regrets to observe that the provision for Results grants made in several budgets for 1888-89 was not properly utilized, whilst managers of Results schools lost about Rs. 10,000 of their earnings in consequence of miscalculation in the sanctioned estimates to individual schools. The budget provision should be fixed with reference to the approximate demand which must be carefully reckoned on the basis of the actuals of the past and current years and a careful estimate of the number of pupils likely to be presented in the ensuing year for the various standards. The Inspecting officers should also impress on the Boards the necessity of opening Salary Results schools in localities where private effort is not forthcoming and for the benefit of backward classes. Maximum rates of results grants should generally be recommended except in the case of a few Municipalities, where elementary general education having sufficiently advanced, such help is not needed. Where the Boards or Councils have notified reduced rates, the fact should invariably be recorded in the covering letter.

The Inspectors' remarks should be submitted in time to enable the Director to place his views before Government so that they may be considered when orders are passed on the budget. They must treat the budget correspondence as *urgent* and it should be given precedence to all other works.—*Pro. No. 10664 of 9th Dec. 1889.*

Inspecting Schoolmasters' Code.—There is a consensus of opinion among the officers consulted that the Inspecting Schoolmasters spend too much time on tour with Sub-Assistant Inspectors, and that the proviso in Article XVI of the Inspecting Schoolmasters' Code has been lost sight of, but opinions are not unanimous as to whether they should be permitted to accompany Sub-Assistant Inspectors on tour; help them in arranging for or in the conduct of the examination for results; attend at the offices of Sub-Assistant for the tabulation of the E Forms; or finally assist them in the tabulation of the annual returns: but the general feeling unquestionably is that Sub-Assistant Inspectors should, as far as is practicable, do their work, whether inspection or office, without the assistance of Inspecting Schoolmasters, and that these officers should not, except on very urgent grounds, be taken away from their legitimate work. The Director accordingly resolves, pending the revision of the whole code, to substitute the following provisions for those now included under Article XVI:—

"(1) An Inspecting Schoolmaster shall not accompany a Sub-Assistant Inspector when on tour for the examination of schools for results grant, nor take part in such examinations without the express sanction of the Assistant Inspector. A copy of such sanction, with the reasons for its grant, shall be submitted immediately to the Inspector of the Circle.

"(2) An Assistant Inspector may require an Inspecting Schoolmaster to aid him in the examination of a school for results grants, but he must report his having done so to the Inspector of the Circle.

"(3) A Sub-Assistant Inspector may require the Inspecting Schoolmasters of his Range to attend at his office for not more than six days for the tabulation of the E Forms, but he must report his having done so to the Assistant Inspector.

"(4) A Sub-Assistant Inspector may, with the express sanction of the Assistant Inspector, require the attendance of the Inspecting Schoolmasters of his Range for the tabulation of the annual returns, provided that the period of attendance shall not exceed 15 days without the express sanction of the Inspector, which sanction shall in no case extend the period beyond 30 days.

"(5) An Inspecting Schoolmaster may be required by any Inspecting officer to attend a school or Durbar examination, not being an examination for results grant, or to attend to give information to an Inspecting officer before proceeding on tour, provided that such attendance does not interfere with his legitimate duties. Such orders must always be in writing and must be reported to the superior authority.

"(6) A Sub-Assistant Inspector may instruct an Inspecting Schoolmaster to make a rapid tour of observation through his Sub-Range just before the date fixed for the submission of the E Forms. He may also direct him to make a tour of inspection about a month prior to the annual examination for grant to see that the registers are in order, &c."—*Pro. No. 10637 of 7th December 1889.*

E Form Applications.—Article I, Chapter III, of the Grant-in-aid Code, requires Managers of Schools to send E form applications to the Inspector or Assistant Inspector. By this it was probably intended that they should send them to the Inspector in the case of the Western Circle and to the Assistant Inspector concerned in the case of the other Circles; but as this is not clearly stated anywhere, Managers have been sending their applications either to me or to the Assistant Inspector or perhaps both, as they like. As this leads to some confusion, I have the honor to request the favor of your interpretation of the ruling referred to.

E form applications for Boys' schools should be sent to the Assistant Inspectors in the Northern, Central and Southern Circles, and in the Western Circle to the Inspector.

The E forms relating to Girls' schools should in all Circles be sent to the Inspectress of the Circle.—*Pro. No. 10613 of 7th December 1889.*

Mark Lists.—Read the following letter from the Sub-Assistant Inspector of Schools, Dindigul Range, to the Assistant Inspector of Schools, Ninth Division, dated Atūr, 9th September 1889, No. 1804:—

Under Article 48, Chapter III of the Grant-in-Aid Code, it is incumbent upon all managers to preserve the mark lists given to them and present them whenever called for by the inspecting officer during the next two years. I find that in many schools they are not presented. The manager happens to be a different man from the teacher, and the former being absent from the school at the time of examination, the latter is unable to account for the failure to produce the above lists. In some cases a false excuse is given to say that they were never furnished with the mark lists. But it is clear that in many cases, especially in mission schools, proper care is not taken to preserve the papers and this causes much inconvenience to the inspecting officer and a great deal of delay. I therefore beg that you will be pleased to favor me with your orders as to what should be done in such cases.

No. 2813-M.

Submitted to the Inspector of Schools, Southern Circle, for orders.

The mark lists of two previous years should always be kept in the school-house along with other records ready to be produced when required by the inspecting officer.

(Signed) N. RAGUNATHACHARI,

5th October 1889.

Asst. Inspector of Schools, Ninth Division.

No. 6242.

Submitted to the Director of Public Instruction for orders.

Managers or teachers who fail to comply with the provisions of Chapter III of the Code, should, I think, forfeit the grants earned by their schools. However a general order on the subject seems to be necessary for the guidance of the inspecting officers.

COIMBATORE,
15th October 1889.

(Signed) G. BICKLE,
Inspector of Schools.

Some penalty should be attached to failure to comply with the requirements of the Code, but that suggested by Mr. Bickle is manifestly too severe. It will be sufficient if the Managers of schools are warned that failure in future years will be punished by a reduction of 10 per cent. in the amount earned.—*Pro. No. 9772 of 13th November, 1889.*

Municipal High School, Cuddapah.—The Director is glad to note that this school shows signs of improvement under the new Headmaster. There has been an appreciable increase in the attendance, especially in the Upper Secondary classes, and as a consequence the fee income has risen. It is desirable that the Headmaster should pass the I.T. Degree examination and that the Third Assistant should be sent to the Teachers' College on the completion of his course of Normal training by the Second Assistant master. It is regretted that the Inspector has not given his opinion on the work of each teacher as required in para. 6 (3) of the instructions prefaced to the report.

The results of the Matriculation and the Middle School examinations of December 1888 were very poor, but the explanation offered is accepted. The results at inspection show that there is still much room for improvement in several of the important subjects. It is hoped that the defects pointed out by the Inspector in table (g) of the report will be remedied by the Headmaster. The Director notes with pleasure that the library has been used and that a Literary Association has been started for the improvement of the senior students of the High school.

The net cost to Government during 1888-89, on account of the maintenance of the High School department, was rather large. It is hoped that it will be much less during the official year, as the proportion of charges covered by the fee income is likely to rise.—*Pro. No. 10269 of 26th November 1889.*

Wardlaw Institution, Bellary.—The Director is glad to note that the financial condition of the school was satisfactory. The fee receipts alone covered more than 80 per cent. of the total expenditure for the year. The nature of the entry against "Outlay not falling under the above heads" should have been explained and table (a) of the report should have been balanced.

The total number of free scholars in the school is within the sanctioned limit, but in the High department there ought to have been, strictly speaking, only four free scholars instead of five. The number of free scholars in each department of the school should not exceed 5 per cent. of the attendance in the departments concerned on the 1st April. The number of Muhammadans in each class should have been entered in column 7 of table (c) of the report.

The Director regrets to note that the Headmastership of this important institution has been entrusted to a teacher who is not a graduate and that none of the teachers in the school hold either Normal or Ordinary certificates. It is not understood why the four teachers who have passed the School-management test were not examined in Teaching power at inspection with a view to their being awarded Ordinary certificates. The Inspector also has not noted his opinion on the work of each teacher as required. It is hoped that before next inspection almost the whole of the staff will have qualified for Ordinary certificates at least.

The attendance was almost stationary. The results of the Matriculation examination of December 1888 were comparatively good, but those of the Middle School examinations were unsatisfactory. At inspection the school produced fair results, but subjects such as translation, recitation, need greater attention. The library is still not used sufficiently.—*Pro. No. 10613/94 7th December 1889.*

EDUCATIONAL NOTIFICATIONS.

UPPER SECONDARY EXAMINATION.

Fort St. George, December 11th 1889.

No. 73.—The following addition to Educational Notification No. 48, published at page 435 of the *Fort St. George Gazette*, Part I, dated 2nd July 1889, as amended by Notification No. 56, published at page 672 of the *Fort St. George Gazette*, Part I, of the 1st October 1889, has received the sanction of His Excellency the Governor in Council and is published for general information, viz:—

In proviso (1) to clause (1) (a), at the beginning, before the words "as regards Graduate and F.A. candidates" insert the words "after the 31st December 1893."

S. F. PRICE,

Chief Secretary.

UPPER SECONDARY EXAMINATION.

Notice is hereby given that, in accordance with Government Notification dated 20th June 1889, No. 17, the Upper Secondary Examination (in the compulsory branches only) will be held on Monday the 5th May next and following days at the following centres:—

Anantapur.	Cuddapah.	Palghat.
Bangalore.	Guntur.	Rajahmundry.
Bellary.	Kumbakonam.	Salem.
Bethanapur.	Kurnool.	Tanjore.
Calicut.	Madras.	Tellicherry.
Cannanore.	Madurai.	Tinnivelly.
Chaddeghat.	Mangalore.	Trichinopoly.
Chidambore.	Muzilipatam.	Vellore.
Cocanada.	Nellore.	Vizagapatam.
Colimbarore.	Osacamund.	Vizianagaram.
Cuddalore.	Palamedur.	

2. Candidates are required to send in their applications for examination on printed forms, which may be obtained on application to the undersigned. The forms to be used are marked respectively A, B, C:—

(a) "Pupils" of the sixth class of an "ordinary" Government school (or of a corresponding class in a "recognized" Municipal, Board, aided or a "recognized" (private) school are required to make their applications on form A.

(b) Private candidates on form B.

(c) Private candidates appearing in a branch or portion of it on form C.

3. The fee to be paid for admission to the compulsory portion of the examination shall be Rs. 10 for each candidate. The fee for any branch or subject brought up by itself under Articles 6 and 15 is Rs. 4.

4. Each candidate for this Examination must (under the orders of Government) submit a certificate showing that he has been vaccinated. This certificate must be attached to the candidate's application.

5. All applications should be sent direct to the undersigned post-paid, super-scribed and addressed as follows:—

[Application for admission to the Upper Secondary Examination.]

To

The Secretary to the Commissioner
for the U. C. S. Examinations,
Madras,

and they should be despatched so as to reach the Commissioner's office not later than the 31st January 1890, after which date no application will be received. Candidates anxious to assure themselves that their applications have been received should enclose an addressed post-card in their respective applications. Such post-cards will be simply initialled or stamped and returned through the post to the addressee. No other form of acknowledgment except that required by the Postal Rules regarding registered letters can possibly be given. The post-cards should bear the sender's address only and no other writing.

6. No candidate will be admitted to the above Examination at any place other than that named in his application, and no candidate will be allowed to name more than one place; also pupils of the same school can be examined only at the same station. All candidates are required to select the station nearest to their permanent place of residence, where they are known or can be easily identified.

7. In the case of all schools sending pupils to the Examination, the headmaster concerned should sign a declaration that his school has been recognized by the Director of Public Instruction, quoting the authority in support of the statement, and that fees are levied in all departments of the school at the prescribed rates.

8. Private candidates admitted by special order of the Director or Commissioner must submit the order giving them permission with their application.

9. As far as practicable the centres for the *viva voce* examination in Branches i and ii of candidates who pass the written tests will be the same as those notified above.

(By order.)

Office of Comr. for the U. C. S. Examinations,
Madras, 7th December 1889.

E. H. ELLIOT,
Secretary.

HIGHER EXAMINATIONS IN SCIENCE, ART AND INDUSTRIES— JANUARY 1890.

Under Article 4 of Government Notification dated 31st March 1886, the following Boards of Examiners have been appointed to conduct the Higher Examinations in Science, Art and Industries to be held at Saidapet on the 18th January 1890 and following days:—

I. PURE MATHEMATICS; STATICS.

G. H. Stuart, Esq., M.A. (Chairman), Professor of English Literature, Presidency College, Madras.

W. B. Morren, Esq., M.A., Professor of Mathematics, Christian College, Madras.

Captain H. D. Love, R. E., Principal, College of Engineering, Madras.

II. BUILDING MATERIALS AND CONSTRUCTION; MENSURATION.

Captain H. D. Love, R.E. (Chairman), Principal, College of Engineering, Madras
 Captain W. L. C. Raddeley, R.E., Under Secretary to Government, Public Works
 Department, E. W. Storey, Esq., Engineer in charge, New Penner and Chitravati
 Bridges, Kondapattam, Cuddapah.

III. INORGANIC CHEMISTRY; PHYSIOGRAPHY; ANIMAL PHYSIOLOGY; BOTANY; ECONOMIC ENTOMOLOGY.

Surgeon J. L. VanGeyzel, M.B. (Chairman), Officiating Professor of Chemistry,
 Medical College, Madras.

Dr. J. K. Henderson, Professor of Biology, Christian College.

Surgeon T. H. Pope, M.B., M.S., Professor of Hygiene, Medical College.

E. Thurston, Esq., Superintendent, Central Museum.

(By order.)

Office of Comr. for the U.C.S. Examinations,
 Madras, 4th December 1889.

E. H. ELLIOT,
 Secretary.

Fort St. George, December 3, 1889.

No. 67.—Mr. H. B. Grigg, Director of Public Instruction, privilege leave for
 three months from or after 4th January 1890, under Article 291 of the Civil Service
 Regulations.

Fort St. George, December 10, 1889.

No. 68.—Mr. D. Duncan, M.A., B.Sc., to act as Director of Public Instruction and
 Commissioner for the Unmovemnted Civil Service Examinations during the absence
 of Mr. Grigg on leave, or until further orders.

No. 70.—Brigade Surgeon G. Sillikerpe, Professor of Surgery, Madras Medical
 College, to act as Principal of that College during the absence of Brigade Surgeon
 Porter on furlough, or until further orders.

APPOINTMENTS, LEAVES, &c.

By THE DIRECTOR OF PUBLIC INSTRUCTION.

The Director is pleased to grant privilege leave for one month to P. Krishna-
 machari, Sub-Assistant Inspector of Schools, Chittoor Range, with effect from the
 date of his relief, and to appoint K. Singamachari, First Assistant, Primary School,
 Teachers' College, Saidapet, to act as Sub-Assistant Inspector of Schools, Chittoor
 Range, in the Third Class, during Krishnamachari's absence on leave or until further
 orders. To join as early as possible. — *Pro. No. 6698 of 20th November 1889.*

The Director is pleased to appoint, subject to the approval of the Surgeon-
 General with the Government of Madras, C. B. Rama Rao, L. M. & S., Civil
 Apothecary in charge of the Civil Dispensary, Kanipet, to be Assistant to the
 Professor of Medicine, Madras Medical College, with effect from the date of retire-
 ment of Honorary Surgeon William Kearney. — *Pro. No. 16142 of 22nd November 1889.*

List of Subscriptions received by the Superintendent, L. A. Press, Madras, on account of the "Journal of Education," from 26th November to 27th December 1889.

	RS.	A.
A. B. Thomson, Esq., Bangalore	4	8
J. F. Vallabaras, Esq., Bandora, Bombay (in part) from Sept. 89. to Aug. 90.	2	8
Head Master L. F. Middle School, Betanad, Tirur	4	8
Mr. S. Shanmugam Modally, Trichinopoly	4	8
Rev. J. W. Foley, Madras	4	8
Manager, Pattamadai High School, Shermadevi	2	8
Mr. T. S. Govinda Bhutageswami Pushyamandapa, Tiruvadi, Tanjore District	4	8
	Rupces...	27 8

28

The

Journal of Education

Madras

Vol. IV.]

FEBRUARY 1890.

[No. 2.]

Mr. H. B. GRIGG, M.A., C.I.E., M.C.S.

Among the list of those upon whom New Year's honours
 were conferred by the Queen-Empress, we were gratified, as we are
 sure all our readers must have been, to notice the name of Mr. H. B.
 Grigg, the Director of Public Instruction in the Madras Presidency.

Mr. Grigg graduated from Queen's College, Oxford, in 1864, and
 arrived in India as a member of the Madras Civil Service in Janu-
 ary 1865. We shall not follow him through all the appointments he
 held as a Junior Civilian, but simply record that, before he had been
 in the service three years, he acted as Inspector of Schools, 1st Divi-
 sion, for about a year and a half, from 19th February 1867 to 15th
 June 1868. He must have satisfied Government of his administra-
 tive abilities and of the great interest he took in education, as on the
 retirement of Colonel Macdonald from the Directorship, Mr. Grigg
 was, on the 1st July 1880, appointed to the vacancy, having
 been previously, (in March of the same year,) made a Fellow of
 the University. In 1881 Mr. Grigg took his M.A. degree *in absentia*.

It is now not far short of ten years since Mr. Grigg became
 Director of Public Instruction. During this long time he has
 never slackened in his efforts to improve the education of the
 thirty odd million inhabitants of this Presidency; nor have his
 efforts been futile. When he assumed charge there were
 only 268,000 pupils in our colleges and schools; there are now
 over 550,000.

Government, recognising the strenuous efforts made by Mr. Grigg in the path of his duty, very fittingly recommended him for the honour he has now received,—an honour which has met with the warm approval of the whole of the Madras educational world.

However much practical educationists may occasionally differ from Mr. Grigg on points of detail, they all recognise the zeal he brings to bear on educational questions, and they are all at one in thinking that a more courteous and considerate head of a Department it would be difficult to find. His office is no sinecure, but one of constant anxiety, and we may express a hope that when he assumes charge again, after short leave, he will meet with renewed sympathy and assistance from those who can do so much to retard or further the objects he has in view.

THE B. L. DEGREE EXAMINATION.

When the candidates for the B. L. examination of 1890, who had already undergone examination for four days and had come to the last day's paper, that on General Jurisprudence, met at the Senate House on the morning of Friday, 24th January, they were informed by the Registrar that the paper on Jurisprudence could only be given out on the following day, if then. It appears that Dr. Wilson, the Registrar, had, on the previous day, received an anonymous communication tending to show that the paper on Jurisprudence was prematurely 'out.' The writer of this letter has since come forward and made known the way in which he obtained his information, proving conclusively his acquaintance with the contents of the paper. Further enquiries have gone to show that the other papers were also known to at least one candidate. When the students met, as desired, on the 25th, they were informed that the question of a re-examination in one or all the subjects was before the Syndicate, whose decision would be made known to them in the evening after the Syndicate's meeting. The candidates learning this petitioned the Syndicate to allow them a re-examination in all subjects to be held not earlier than the first Monday in April. The Syndicate, however, decided, after due consideration, that a re-examination in all the subjects should be held on Monday, the 3rd February and following days. In the interests of those who are

only appearing for the B. L. Degree Examination this is no doubt the best course, but it comes very hard on those candidates that intend appearing for the Pleaders' examination on the 10th February.

We cannot but urge upon the authorities the desirability, in all the circumstances of the case, of postponing the Pleaders' Examination to February 24th, or to some suitable date at the beginning of March or even April. If the present dates for holding the new B. L. Examination, and the Pleaders' tests remain fixtures, those unfortunates who are appearing for both examinations will have been, by the middle of February, almost continuously under examination, or at least in a state of most anxious suspense, for three weeks. This must tell most injuriously upon the health of many of them and probably be the cause of those failing at both examinations who might otherwise have passed. The candidates concerned will, we are sure, be satisfied if the Pleaders' Examination be postponed for a fortnight from the date of the termination of the Degree Examination, and those who are not to appear for their Degree in Law will hardly object to the date of the examination being put off for a short time. There is a specific object to be served in getting out the B. L. results as soon as possible, but we can see no objection to even a month's postponement of the Pleaders' Examination.

We are glad to learn that some of the graduates took a leading part in disclosing the fraud that has been attempted. The evidence, as far as it has now gone, tends, we hear, to criminate only one individual, whose name for the present we refrain from mentioning, but later disclosures may probably bring out the names of all concerned in the affair. The matter is now in the hands of the police and we may expect shortly to have the mystery unravelled. We hope that to the real culprits, when they are discovered, will be meted out punishment commensurate with the offence which has caused such widespread trouble and anxiety. We have only, in conclusion, to express our great sympathy with the many candidates who have, through the misconduct of one of their number, still to pass through a painful period of intense suspense and to undergo considerable mental strain.

MR. DAVID SINCLAIR, M.A.

Rather more than 20 years ago, in November 1869, Mr. David Sinclair, M. A. arrived in Madras and took up the Principalship of what is now the Church of Scotland Mission College. When Mr. Sinclair assumed charge of the Institution it was only a school, and not a very prominent one, of 350 students. In January 1887 or about 17 years afterwards, the school was affiliated to the University of Madras as a Second Grade College, and in December 1889 there were on its rolls 86 College students and 550 in the School Departments, making a total of 636 for the whole Institution. Such a numerical increase,—steady as it has been,—says more than we can say for the excellence of the management.

Mr. Sinclair was well known to be a strict disciplinarian within the walls of his Institution, but such was his tact and common sense that the outside world was never cognisant of any storms and commotions, if any such there were. We hope his successor will remember *stare super antiquas vias*, and that like methods will produce like results. While thus efficiently discharging his duties as the Principal of a large and growing Institution, Mr. Sinclair carried on those of Secretary to his Mission. Nor did his labours end here, as he found time also for much literary and University work. Early in his career, Mr. Sinclair became an annotator of the Matriculation English Text, annually prescribed by the University. His notes were always acceptable and helpful to students, showing sense and soundness. He soon, however, abandoned note writing for history, and it is as the author of short Histories of India and England that Mr. Sinclair is best known to the educational world of India. Owing to the simple straightforward style of his works and their great accuracy of detail, Mr. Sinclair's histories have, from the first, had marked success, until the Indian History has now reached an eighth edition, and the English a fifth edition, representing an enormous sale of these works. Nor is this all, both the Histories have been translated into the following languages, Tamil, Telugu, Kanarese, Malayalam and Hindustani, in all of which they have had an extensive sale. In 1875 Mr. Sinclair was appointed a Fellow of the University of Madras and in 1883 was elected a Syndic in Arts. In 1884, he was re-elected an Arts Syndic and after

30

his return from furlough in 1886, was elected three times successively to the Syndicate, namely, in 1887, 1888, and 1889, finally resigning the Syndicate on Saturday, January 18th, a few days before his departure. As a member of the Senate and a Syndic, Mr. Sinclair was always found in his place, and may be pointed to as one who did his best in every way to honour the University which had honoured him. In 1889 he was selected by the Chancellor of the University, Lord Connemara, to deliver the Convocation address—an address, which with his farewell speech to the Masters and Pupils of his College, we heartily commend to the attentive study of all our graduates and under-graduates.

During the 20 years and 3 months of his labours in India, Mr. Sinclair took furlough but twice, from April 1877 to November 1878 and from April 1885 to November 1886, or just about 3 years and 3 months furlough in the whole period. We have thus briefly sketched the career of one who has left his mark as an educationist in Southern India. It only remains to speak of Mr. Sinclair as a man. We think it is not going too far to say that he was so fair in his dealings with others, and so kind and courteous to all, that he has left behind him a host of friends and no enemies. Without being in any way subservient, Mr. Sinclair was one who knew well how to be all things to all men, and to this no doubt the successful termination of his Indian career is largely to be attributed.

We cannot conclude without mentioning Mrs. Sinclair to whom so many young men in Madras have been indebted for hospitality, advice and assistance. She has nobly stood by her husband's side, bearing the burden and heat of the day, and, having survived all the cares and worries of a large family and long residence in India, departs from the scene with showers of good wishes.

We may say in conclusion that if all the good accompanies Mr. and Mrs. Sinclair that their friends wish them, they may go on their way rejoicing. We welcomed them coming, we would speed them going,—and so 'farewell' to those who have in their day and generation done something in this 'nook-shotten' city to increase the sum of human good and human happiness.

NEWS AND NOTES.

LOCAL AND INDIAN.

Candidates for the Middle School Examination, to be held in May, must send in their applications by 10th February.

An Indian Student, A. A. Ghose, has secured an open scholarship in Classics at King's College, Cambridge.

Proposals are before Government for organizing the Industrial branch of the Hobart Muhammadan Girls' School, Royapettah.

As many as 58 institutions have been recognized by the Director of Public Instruction as "ordinary schools" for the Upper Secondary Examination.

One hundred and two girls attended the Primary School Examination held in December last at the Presidency Training School for Mistresses.

There are 39 selected Indian Civil Service candidates in residence at Cambridge. Trinity contains the largest number (10), Emmanuel comes next with 9.

We hear that some twenty-five candidates entered their names for the coming statutory Civil Service examination. Among them were two Masters of Arts and a number of B.As. About 80 per cent. have been rejected, on medical examination, as physically unfit.

The Registrar of the University notifies that a re-examination in all the subjects of the B.L. Degree Examination of 1890 will be held at the Senate House, beginning on Monday the 3rd February, 1890.

A meeting of the Faculty of Arts was held on Monday the 27th January, at 5-30 P.M., at which the Hon'ble James Grose, M.A., was elected to the Syndicate in the place of Mr. D. Sinclair, M.A., who resigned his seat on Saturday, 18th January.

Mr. H. B. Grigg gave over charge to Dr Duncan, Acting Director of Public Instruction, on the 16th January. Mr. G. H. Stuart took charge of the acting Principalship of the Presidency College, and Mr. S. Sathianadan of the acting Professorship of Logic on the same date.

Mr. F. D'Souza, the Government of India scholar from the Madras Presidency, has entered St. John's College, Cambridge. We notice his name among the list of candidates who have passed the previous examination in the first class.

The Educational Department of Baroda has made provision for the practical teaching of the girls, in the higher schools, in the art of cookery. Baroda has also a Music class under Professor Moula Bux, at which 150 boys receive instruction.

From the educational report of the Hyderabad Assigned Districts for 1888-1889, we gather that the number of schools advanced from 1,033 to 1,131 and the number of scholars from 43,658 to 45,696. The fee receipts advanced from Rs. 46,656 to Rs. 53,537.

Hardevi, the Hindu Lady of Lahore, who has been prominent in endeavouring to promote the education and enlightenment of her countrywomen, purposes to issue an English version of her *Bharata Bhagini* (the Indian Sister), a paper now published by her to promote the cause.

Mrs. K. Ganguli, B.A., M.B.C.M., a lady doctor of experience in Calcutta, has pointed out in the *Englishman* how ill provided the Bengal lying-in hospitals are, compared with those of Bombay, and proposes that the surplus of the Albert Victor reception fund be used for providing the required accommodation.

His Highness the Gaekwar of Baroda has generously undertaken to pay a monthly salary of Rs. 500 to an additional Professor at the Grant Medical College for three years certain, and, if the results are successful, for two additional years, in order to promote medical education in the Bombay Presidency. A European lady superintendent, Mrs. Thornton, has been appointed.

Reports from Cambridge inform us that Mr. Krishnen, the Government of India scholar, is doing remarkably well at Christ's College. He is considered to be the best Science scholar in the whole University, and is expected to head the Natural Science Tripos list. We look forward to an equally brilliant career for Mr. F. D'Souza, the second scholar from Madras.

Percy H. Ezechial, (son of Lieutenant Ezechial in the Bombay Commissariat,) who was born in 1875, and is, therefore, now only 14 years old, has succeeded in passing the final B.A. Examination of the Bombay

University in "Language and Literature," coming out first in the order of merit. He is also said to have attained to very creditable proficiency in drawing, painting, and music. Failing to get a Fellowship in any of the Bombay Colleges, he intends shortly proceeding to England to continue his studies and, eventually graduating at Cambridge.

An excellent account of the Maharani's Caste Girls' High School, Mysore, appears in the January number of the *Indian Magazine*. Miss Manning enumerates the following as the special characteristics of this institution: (1) the arrangements in the school have been thought out and introduced by Indian gentlemen themselves in accordance with their own views of education for girls; (2) the pupils belong mainly to the higher grade of Mysore native society; (3) at this school education is continued in many instances beyond the ordinary school age.

Owing to Inspecting Schoolmasters and others being in the habit of taking Ash Wednesday as a holiday, the Director has, on the recommendation of Dr. Bradshaw, ruled, in Proceedings No. 9091 of 22nd October 1889, that Ash Wednesday is notified by Government as a general holiday for Christians only. Any attempt therefore to make the holiday general for all classes will be strictly repressed. This principle is to be followed with regard to holidays of similar description,—Hindu, Muhamadan or Christian.

The Board of Examiners appointed to conduct the Upper Secondary Examination, will continue in office for three years and will consist of a Chairman, a Vice-Chairman, a Secretary, and as many other members as the Commissioner for the U. C. S. Examinations may think it necessary to appoint for the proper conduct of the examination. The Commissioner may from time to time appoint additional members to the Board, if required, and may, at his discretion, remove members from the Board without assigning any reason. Any seat falling vacant in the Board may be filled up, if necessary, by the Commissioner to whom all such vacancies should be reported by the Secretary to the Board.

We regret very much to have to announce the death of Mr. S. V. Thomas, M.A., who was recently appointed Head Master of the Wesleyan Mission College. Mr. Thomas was one of the most distinguished graduates of the University. He had a thoroughly good command of English and his contributions to the *Christian College Magazine* were highly appreciated by its readers. He has also several times contributed to this

Journal, and only a few days before his death we had arranged with him to send monthly a few problems in Mathematics with solutions. He died of pneumonia after an illness of only two days. In his death the Native Christian community loses an exceptionally talented young man.

By the Act of Incorporation of the University of Madras in September 1857 forty-two persons were nominated Fellows,—thirty-nine Europeans and three Hindus,—the three latter are all long since dead, but of the thirty-nine Europeans no less than twenty-five, (as far as we can make out,) are still alive, and of the deceased Fellows, Messrs. Forbes, Prendergast and Maltby died quite recently; i.e., there were twenty-eight survivors in 1887. We have thus the remarkable fact, which would be noteworthy in any country, that out of thirty-nine men—none young and several elderly—taken from the Army, the Civil Service, the Church, the Bar, the Medical Profession and the Educational Department, more than seventy per cent. survived for over thirty years.

LITERARY AND GENERAL NOTES.

Sir W. W. Hunter's *History of the Indian People* has been translated into Bengali by Babu M. H. Vidyaratna, M.A., and Babu Ishan Chunder Gosh, M.A.

Mr. C. Chandu Menon, District Munsiff of Shernad, has brought out a work of fiction in the Malayalam language, written after the fashion of the English Novel.

"An Indian Lady" brings her well-told story of Native Christian Life to an end in the January issue of the *Christian College Magazine*. We hear that the story is being translated into German and Tamil.

Four candidates, *all ladies*, have passed the examination for the Teacher's Diploma of the London University; one of these was a student at the Maria Grey College.

Messrs. Ward, Lock and Co. announce the publication of a book entitled *The Teeming Millions of the East*, by Mr. Bettany. It will be largely illustrated and will contain a popular account of the inhabitants of Asia.

We recommend the following new books and new editions of Longman's publications for the use of teachers:—Lake's *Book of Object Lessons*, *Principles of Education* by E. M. Sewell, *A Course of Simple Object Lessons for Infants* by W. Hewitt.

Mr. W. T. Stead, long the editor of the *Pall Mall Gazette*, has severed his connection with that paper and has started a monthly magazine, the *Review of Reviews*, containing the cream of the best thought of the best writers of the world on the topics of the day. It is priced low so as to be within easy reach of all.

Mr. Grierson, of the Bengal Civil Service, has recently published a work entitled "The Modern Vernacular Literature of Hindustan" under the auspices of the Asiatic Society of Bengal. The book contains a series of biographical sketches of all the authors of vernacular literature from 713 A.D. down to our own time. It affords the frame-work of a larger treatise on the History of Indian Vernacular Literature.

It was Dr. Thomas Arnold's opinion, remarks *The New York School Journal*, that a man is fit to teach so long as he is himself learning daily. A teacher is doing what he ought to do only when he is learning more than his pupils. We might as well stop living when we get to the point where we can stop studying, for studying always means improving. The expression, "I know enough to teach the common branches," was more common a few years ago than to-day. The impression is growing that we shall never know enough to teach the common branches, or any other branches, as well as they may be taught. The teacher who settles down for life on a state certificate, a normal school or college diploma ought to be settled in some place where there are no schools, for he is certain to settle into a boggy mass of inert stolidness. The best teachers among us are our most growing scholars.

Sir William Hunter has brought out a revised edition of his work, *England's Work in India*. In the preface to the new edition he says, "The former editions having been rendered obsolete by lapse of time and by the rapid development of India during the past ten years, the work has been thoroughly revised for the present issue and brought up to date." We have compared the edition of 1880 with this one and find that there are several alterations, but none of any moment so far as the two first chapters are concerned. One feature of the new edition is that the paragraphs have marginal notes. The first two chapters of the first edition of the work are prescribed for the First in Arts examination of

1891. As will be seen from our 'Reviews and Notices' of books, Mr. John Adam has brought out a carefully annotated edition of the two chapters as prescribed by the Syndicate.

The *Daily Graphic* is by far the boldest venture of the times. The wonder is often expressed how so many subjects for pictures can be found and events beautifully represented so quickly after their occurrence. The wonder is all the more, now that the *Graphic* is to come out as a 'daily.' The difficulty actually arises, as the *Graphic* observed in 1872, from the multitude of friends who are eager to help with their artistic sketches, many being painfully declined for want of space. A feature of the new journal will be the shortness and brevity of the leaders. It is certainly a triumph of both Art and Science when 20,000 copies of the *Daily Graphic* can be issued, as surely as it will have that, if not a larger, circulation. With an army of contributors numbering among its ranks such well-known names as those of the Duke of Argyll, Grant Allen, Huxley, Tyndal, Gladstone, Swinburne, &c., the undertaking will, we fully expect, prove a success.

REVIEWS AND NOTICES OF BOOKS.

- I. ENGLISH TEXTS for the First Examination in Arts, 1891, edited by JOHN ADAM, M.A., Fellow and Examiner of the University, Principal and Professor of History, Pachaiyappa's College, with Introductions and Notes, by the Editor and A. J. COOPER-OAKLEY, M.A., Professor of Mental and Moral Science, Pachaiyappa's College, in four volumes, Rs. 6, post free. Madras: Lawrence Asylum Press.
 - (i) XENOPHON, by Sir A. Grant: Introduction and Notes by A. J. Cooper-Oakley, M.A.
 - (ii) LORD CLIVE, by Lord Macaulay: Introduction and Notes by John Adam, M.A.
 - (iii) ENGLAND'S WORK IN INDIA, by Sir W. W. Hunter: Introduction and Notes by John Adam, M.A.
 - (iv) POETICAL SELECTIONS, containing Scott's *Lay of the Last Minstrel*, (Cantos I—III) and the selected portions from Bradshaw's *Anthology*: Introduction and Notes by A. J. Cooper-Oakley, M.A.
- II. SCOTT'S LAY OF THE LAST MINSTREL, Cantos I—III. With Introduction and Notes by G. H. Stuart, M.A., Professor of English Literature, Presidency College, Madras. London: Macmillan and Co.

III. NOTES ON GRANT'S XENOPHON, by Geo. Maddox, B.A., Professor of Logic and History, and Assistant Professor of English, Doveton College, Madras.

IV. NOTES ON FREDERICK HARRISON'S OLIVER CROMWELL, (B.A. Examination of 1891), by W. E. Hoare, B.A., Merton College, Oxford, Vice-Principal, Wesleyan College, Madras. Srinivasa, Varadachari & Co., Triplicane, Madras.

V. OVIDII TRISTIA, Book I, with Notes, by Harold A. Williams, M.A., Warden, and R. C. Adolphus, Senior Assistant Master of Bishop Cotton's College and Schools, Bangalore. Madras: Lawrence Asylum Press.

I. The four volumes edited by Mr. Adam and annotated by himself and Mr. A. J. Cooper-Oakley are models of Indian editing. We have looked carefully through the Introduction and Notes in all four books,—advanced copies of which have been placed in our hands,—and we can conscientiously recommend them to students as being thoroughly good, and trustworthy. It is not possible in the short space at our disposal to write a separate review of each book, but we may say that Mr. Adam's *Olive* and Mr. Oakley's *Lay of the Last Minstrel* are especially to be commended. The Introduction, Maps and Indexes will be found very useful and serve to give the necessary finish to these books.

II. Mr. Stuart's long promised annotated volume of the *Lay of the Last Minstrel* is now before us,—at least in part. We are a little surprised to find this gentleman, who professes to despise annotators, *et hoc genus omne*, in such good company, but we are glad to be able to commend his book on the whole. Here and there he lays himself open to criticism, but the notes are good, though, we must say it, for the most part unsuitable for *Indian* students. There is, in our view, far too much about the etymology of words, which may be looked up in Skeat's *Etymological Dictionary* or Nares' *Glossary*. Mr. Stuart's Introduction to the *Lay* is interesting and instructive. He gives a very short list of books dealing with Scott's life and writings, but among them does not mention Mr. Philpott's annotated edition of the *Lay*, which, however, he seems to us to have had by him when writing his own notes. There is no index to the book. This is in our opinion a defect.

III. Mr. Maddox's Notes on Grant's *Xenophon* have long been in use and have already passed through two editions. To the third edition which is now, we are informed, in the press, some question papers will be added. The notes are in no way inferior to those by Mr. Oakley, and may be safely recommended to students as affording them all necessary help in

the study of the text. There is we are glad to see a good index. Mr. Oakley's book contains two plans of the battle of Cunaxa, one taken from Grote and the other original. This is the sole point in which Mr. Maddox's notes are wanting,—but students may well be taught to draw such plans for themselves.

IV. Mr. Hoare has put some very good work into his notes on Harrison's *Cromwell*. Considering how short Mr. Hoare's experience of the needs of Indian students is, he has done very well. His notes are to the point, and so far as we have been able to test them quite trustworthy. We recognise in Mr. Hoare a competent scholar, and welcome him to the field.

V. Ovid's *Tristia*, Book I, forms a part of the prescribed Latin text for Matriculation. Some marks of haste appear in this little book, but the text is accurate and the notes good. It is priced at one rupee. The edition is a very small one, and we recommend those who want the book to apply for it at once.

FIRST LESSONS IN GEOMETRY; by B. HANUMANTHA RAO, B.A. Third Edition, 1889. Madras: Srinivasa Varadachari and Co., Triplicane.

Mr. Hanumantha Rao's *Geometry*, compiled for the use of pupil-teachers, supplies a want, by hinting ideas in connection with the teaching of certain propositions, which may be useful to people whose ignorance of Euclid is large and whose mathematical library is small. Even for this purpose its utility is marred by the utter absence of continuity or system; and the inaccuracy of expression *running through the whole* renders it a dangerous guide to all but those who have a sound mathematical training to start with.

As this book has been recommended by Government as a text-book for the Upper Secondary Examination, its faults must be pointed out in detail. Now there are three faults that would condemn it even as a teacher's help, and that utterly ruin it as a text-book for pupils.

They are (1) want of system, (2) want of accuracy, (3) badness of style. As regards the system, Problem II is to bisect a *given line* while Problem V is the (mathematically) far easier one of bisecting a *given finite straight line*. But when we find that Mr. Hanumantha Rao's first method of doing the former is to "make shots," and that to take the length of the "line" on a bit of string is the second, but to take it on a bit of paper is the third method—the procedure in the second being to double the string, in the third to crease the paper in the middle,—we must reluctantly conclude that this is not a mathematical work and that its title, 'Geometry,' is misleading.

Again after Problem II comes Problem III, viz., to divide a line into five equal parts. Certainly if we know our Euclid well and insert the needful limitations of "finite" and "straight" we have a nice little problem, depending essentially on the VIth book of the despised ancient. This is Mr. Hanumantha Rao's secret,— make your book easy by cutting out proofs and difficult bits. Further on we shall show the trap this leads him into. But why divide our "line" into five parts? It is not required there at all, nor is the young student taught to trisect a line until Problem XX and then the line must be *straight*.

The Theorems are as bad or worse. There are two pretended proofs of Euclid I. 18. Of course the second is the practical illustration of the truth of the first, not that the first is what can be called a "rigorous" proof for it depends, indirectly, on the casual statement that we can "see" that two straight lines cannot enclose a space. This is not assumed as an axiom but loosely asserted. Can Mr. Hanumantha Rao draw lines so absolutely straight? or is he not strictly and really trusting to the blindness of his pupils who with microscopes of very weak power would probably see that what he palms off on them as straight lines are not really such? Therefore, though from his experiment he may *infer* the axiom, he is utterly wrong in trying to get along without it and pretending not to require it. This specious kind of work culminates in his second "proof" (?) of his XVth Theorem. First, if it is not a proof he has no business to put it in. Secondly his reference to Th. XVII should probably be to Th. XVI., as Th. XVII has nothing on earth to do with Th. XV. But, if we are correct in taking this as a misprint, the two Theorems XV and XVI support one another in the excellent manner that the earth is supported. The earth we all know rests on the back of an elephant, and the elephant stands on a tortoise. How is it the tortoise does not fall? Why the elephant holds her up by his trunk.

The inaccuracy of this work has been incidentally shown in our quotations from the enunciations. Now, in our review of March 1888 we called Mr. Hanumantha Rao's attention to this serious fault. Mr. Hanumantha Rao has not touched, in this new edition, even the expressions we then found fault with. It is clear from this, that he prefers these faults, and that it is part of his attempt to make things "easy" by simply sacrificing everything that mathematics should teach—with accuracy, system and work as the first victims. Mr. Hanumantha Rao has gone out of his way in order to be inexact on page 111, where he states that the fifth case cannot be solved except by the "assistance of parallel straight lines." Clearly by Article 161, § 6, the fifth case easily reduces to the fourth.

35

Finally the style of the English is bad—in many cases unpardonably bad. He does not seem to know that the simple word *box* is not an English equivalent for 'parallelopiped.' At page 116 we read:—

"To obtain two such triangles:—Fold a sheet of paper, place a flat rule on it, and pass the edge of a knife along its margin; if this is done in three different positions of the rule, the triangular pieces bounded by the three sections (*sic*) will be identically equal.

A pair of scissors may be used instead of a knife.

If the process is repeated a larger number of times the result will be two identical polygons."

The word "sections" is incorrect. The lines of section again might happen to be parallel or meet in a point. Suppose a pair of scissors used instead of a knife, how are they to be used? If Mr. Hanumantha Rao thinks it necessary to inform his readers so minutely he assumes a great deal too much. If the process be repeated a large number of pairs of identically equal triangles will be formed and not a single polygon.

Mr. Hanumantha Rao has tried to mix Pestalozzi and his own version of Euclid together and without success—for he does not sufficiently appreciate his Euclid. He deserves credit for introducing some ingenious work to the notice of carefully trained students; but this work is very dangerous in the hands of beginners. It is slipshod and inaccurate and tries to avoid difficulties instead of showing how to surmount them.

We strongly recommend a little book entitled "Euclid and his modern Rivals" to the notice of Mr. Hanumantha Rao and his imitators, first to study and appreciate their Euclid and form their proofs as like Euclid as possible, and not like Th. XLV of Mr. Hanumantha Rao which requires 270 Articles including the previous problems and theorems.

Mr. Hanumantha Rao is placed in a false position by the most unfortunate selection of this work by Government, and we hope this will be altered as soon as possible.

A SELECTION OF ENGLISH SYNONYMS by E. JANE WHATELY, Author of 'Memoirs of Archbishop Whately,' &c., edited by the late Archbishop Whately. Ninth Edition. London: Longmans, Green, and Co., 1889. Price, Three Shillings.

This is not a heavy learned work, but deals with its subject with such airy lightness as is best calculated to arrest the attention of the ordinary intelligent reader, if such reader wishes to get a good idea of the difference between words that have a general resemblance, not amounting to identity, of meaning. We fear that the custom of mis-calling such words 'Synonyms' is now so firmly fixed in our language that it cannot be easily uprooted. The word 'Synonym' properly implies

an exact coincidence of meaning in two or more words, and to distinguish between words, between which no distinction at all exists, would be a bootless undertaking. This and similar treatises are really about 'Paronyms' or 'Pseudo-Synonyms,' and not about Synonyms at all. The scope of the present work is limited to the discussion of the different shades of meaning that exist between words in a few of those groups that are in most frequent use, and the words in which are most liable to be confounded, nor could it be much more with only 216 small-sized pages of bold type: and for this purpose it is a really valuable book of reference. But the fact of its being edited by such a deep thinker as the late Archbishop Whately should alone be a sufficient guarantee to the public of the soundness of the information contained in its pages. Yet we have no hesitation in saying that in these days, when the best literature can be purchased so cheaply, the price of 3s. for the ninth edition of this work is abnormally high, and not calculated to promote its sale among the students of a poor country like India; whereas a cheap work, with the same information, should and we believe would receive from them a hearty welcome. The book has had the honour of being translated into German by Baron Karl von Killinger.

A CLASSBOOK OF GEOGRAPHY, by C. B. CLARKE, F. R. S., London: Macmillan & Co., Revised Edition, 1889.

This is a well-printed and well-bound stout little volume of 300 pages, treating in detail of the geography of the world,—the geography of Europe being illustrated by eleven colored maps, and the geography of the world, Asia, Africa, North America, South America, Australia and India being illustrated each by a map. We agree with the author in thinking that the price of the book ought not to be raised for the sake of more expensive maps; but we should have liked the maps to be less crowded with names. One positive advantage that maps in a class-book of geography ought to have over maps in an atlas and over wall-maps is that only such places are marked on them as are named in the text book which they are intended to illustrate. Even in the case of wall-maps, we should like them to shew only the more important places and not to bewilder the student by crowding the map with names he never means or needs to learn. This argument applies with all the greater force to illustrative maps in a geography.

The information about each country is classified under the usual headings: extent, boundaries, straits, gulfs, climate, mountains, rivers, lakes, communications, races of men, history, government, religion, language, animals, plants, minerals, divisions and towns; and the geography

36-
of each country closes with an abstract of the information given under the above headings. The geography of Europe covers half the book, and the geography of India only 20 pages, as might perhaps be expected from a class-book written for schools in England; still, we think this wholly inadequate treatment for England's greatest possession.

Both here and in England educationists are beginning to attach prominence to the study of geography, with special reference to commerce, and attempts have begun to be made to make geography interesting by avoiding long lists of names and by teaching it, with special reference to the facilities for trade existing in each country. Special treatises and manuals on commercial geography have been published within the past two or three years with the object of making the study of geography practically useful and interesting. We may instance the manuals of commercial geography published by Messrs. K. B. Murray, H. R. Mill, Geo. G. Chisholm in England, and J. H. Stone in India.

In the book under review, we should have liked the insertion of outline maps to illustrate the dry information given about railway communications. The Indian student, who has no idea of the scope of zoology, cannot benefit by the zoological classification of the animals of each country. He is more likely to be confused than enlightened by being told that the *pachyderms* found in India are elephants, &c., and that the *ruminants* in India are the deer, the antelope, &c. Monsoons and gulf-streams, the bugbears of students and consequently in need of the fullest explanation, receive scanty attention in this class-book. The causes affecting the climate of a country, the fields of production and the markets of the chief agricultural and mineral productions might, with advantage, have been prominently dealt with. The book is cheap for its size, being priced at three shillings.

THE LAWRENCE ASYLUM PRESS ALMANAC: Madras, published by G. W. TAYLOR at the Lawrence Asylum Press, Mount Road. THE POCKET BOOK, by the same Publisher.

These two annual publications contain, as usual, a vast amount of varied and interesting information on all subjects likely to interest men engaged in different occupations. As a general book of reference the Almanac should certainly find a place in every office, public or private. The Pocket Book is convenient and besides containing much useful information, is priced cheaply. The printing and the general get up of the books are all that can be desired. The information contained in both the books has been brought up to date of publication and is on

the whole very accurate. We would throw out as a suggestion to the Publisher, the addition of a map of the Madras Presidency to the Almanac and the substitution of a map of the Presidency in the Pocket Book for the present map of Madras. This would, we think, considerably enhance the value of the books.

NATIONAL CHURCH ALMANACK: Madras, Lawrence Asylum Press.

This is in the main a reprint of certain parts of the Lawrence Asylum Almanac. It is handsomely got up and is replete with all the information obtainable about the numerous religious societies and institutions in Southern India. It contains fifty pages of matter giving the history of the birth and existence of what is, by its own sponsors, called the National Church of India. Dr. Pulney Andy, its Editor, will, we hope, see his way in the next edition to making the Almanac more generally useful to all denominations of Christians. We much fear its present title will militate against its being largely subscribed for, but those who do buy it will find that they have got the worth of their money.

We beg to acknowledge the receipt of the following books, reports, and pamphlets, some of which we hope to notice in our next issue:—

1. The First Part of Henry IV (Falcon Series), edited by O. Elton, late Scholar, Corpus Christi College, Oxford. (Rivingtons—Price 1s. 6d.)
2. Twelfth Night (Falcon Series), edited by H. Howard Crawley. (Rivingtons—Price 1s. 6d.)
3. Ackrill's System of Short-hand, (Minerva Press, Rs. 2).
4. Warren's Table and Formula Book (Longmans, Green, & Co., Price 1s.)
5. Report on Public Instruction, N. W. Provinces and Oudh, for 1888-1889.
6. Report on Public Instruction, Bombay Presidency, for 1888-1889.
7. Report on Public Instruction, Ceylon, for 1888-1889.
8. First Annual Report of the Hindu Girls' School, Hosur.
9. Thirty-fifth Report of the Doveton Pretestant College, Madras.
10. Calendar of Pachaiyappa's College and Schools for 1890.

And the following Magazines:—The Panjab Magazine for December 1889, The Boston Popular Educator for December 1889, The Church Missionary Gleaner for December 1889, The Private School-master for December 1889, The New York Teacher for December 1889, India's Young Folks for January 1890, The Christian College Magazine for January 1890, The Madras Diocesan Record for January 1890, The London Educational Times for January 1890, The London Journal of Education for January 1890.

CORRESPONDENCE.

[The Editor is not responsible for the opinions expressed by correspondents.]

To the Editor of the "Journal of Education."

BRADSHAW'S *Anthology*.

SIR,—In March last I issued a circular to the Principals of Colleges requesting them to recommend to their pupils the use of my *English Anthology* (2nd Ed.), prescribed by the University for the F.A. and B.A. Examinations. In it I stated,—

One object the Board of Studies had in view in making the selection was that College students might have in their hands a work containing specimens, chronologically arranged, of the British Poets from Chaucer to the present time,—even a cursory acquaintance with the contents of the *Anthology* being an advantage to students of English Literature, and the possession of the book calculated to create a taste for such reading, or at least to place before them what they might not otherwise see.

This, however, has been partly frustrated by the bringers-out of University Text Books, who have reprinted a portion selected from the *Anthology*, and the work itself is seen by few students. The Editor has not merely reprinted the selections without permission, but has availed himself of the *Anthology* describing the selection as from it as "Minor Poems" and arranged them in the alphabetical order of the Poets.

The Principal of the Honey College writes on the 6th inst.—"I should like to see a copy of the *Anthology* in the hands of every student, as I know of no book which gives in such a convenient form a survey of the whole field of English Poetry."

The *Anthology* was again prescribed as a Text Book; selections, being made from the Third Edition for the F.A. and B.A. Examinations of 1891;—those for the latter purposely including copy-right pieces from Tennyson, so that students might purchase the whole book.

This week, however, I find that advertisements have been issued by Mr. Adam, announcing that he has edited a complete F.A. Text Book, including the selections from the *Anthology*. In his advertisement it is stated that this was done with my 'kind concurrence'; on seeing it I informed him that he was mistaken and requested him to omit this statement. A paragraph accordingly appeared in the *Hindu*, (along with which the advertisement containing these words was published,) stating that I had requested the 'deletion' of this statement, but that the advertisement was already printed.

Again, Messrs. Srinivasa Varadachari and Co. announce a complete set of Text Books for the B. A. Examination; and add—

We have not been able to make our Poetical Selections complete in spite of our best endeavours, but the portion omitted consists only of 36 lines of Tennyson's

It was suggested to us by the Principal of a College that the Students may conveniently copy these few lines from their College Library or may write out those lines in the class at the dictation of their Professor and we have therefore ventured to issue this book without these lines and added a few blank pages at the end for transcribing them.

On the action of the book-makers I shall merely remark:—

1) Their respective Text-books would be sufficient 'complete,' i.e., they would sell as many copies, if they had annotated the selections from the *Anthology* without reprinting them; 2) they must be well aware that the printing and publishing of such a work in the Third Edition of the *Anthology* was very expensive (the First and Second Editions did not cover their cost owing to reprints of the selections); 3) the *Anthology* is not like the *Golden Treasury of Songs and Lyrics* (formerly prescribed), as the sale of the former depends almost entirely on its being purchased by students for these examinations; 4) the number of lines from Tennyson is not 'few,' but is over 220.

On the suggestion that students should copy the lines from Tennyson, and on the action of a Fellow of the University in endeavouring to prohibit the sale of the *Anthology* and prevent students having a copy of the whole book—I shall make no remark.

31st JANUARY, 1890.

BRADSHAW.

THE PROGRESS OF EDUCATION.

RESOLUTION OF THE GOVERNMENT OF INDIA.

The Government of India has drawn up the following Resolution on the progress of education in India during the year 1888-89:—

In Home Department Resolution No. 2—79-89, dated 11th February 1889, the Governor-General in Council published the statistics of education in British India in 1887-88. The figures for the year ending 31st March 1889 have now been tabulated, and are published for general information.

2. The number of Institutions referred to in the educational reports have declined from 133,125 in the previous year to 131,709. The decrease has occurred entirely in the number of public institutions, which have fallen from 94,636 to 92,865.

3. The number of pupils on the registers of all the schools and colleges, to which the statistics relate, was, on 31st March 1889, 3,544,257, as compared with 3,460,844 on the same date in 1888. The percentage of pupils to the population of school-going age was 11.2, as

compared with 11.0 in 1887-88. In spite of the decline in the number of the public institutions the number on the rolls of attendance at them rose from 3,021,721 to 3,047,251. There was a more substantial increase in the numbers enrolled at the private institutions from 439,123 to 497,006, mainly at elementary schools. The average monthly attendance at public institutions was slightly better than in the previous year, except at aided institutions, among which the falling-off occurred in primary schools. As stated in Home Department Resolution No. 2—79-89, dated the 11th February 1889, statistics to show the average attendance at private institutions (advanced and elementary) are not available. At Arts Colleges the number on the rolls at the end of the year was 11,250, as compared with 10,328, and the number at the professional colleges 2,691, as compared with 2,861 in the previous year. The number at secondary schools rose from 441,876 to 452,058, and at primary schools from 2,550,384 to 2,563,294. The training schools had 4,937 on the rolls as compared with 4,761, and at the other special schools there were 13,021, as compared with 11,511.

4. The number of pupils studying English was 342,953, compared with 325,425. The number learning a classical language rose from 478,608 to 512,959, and the number reading a vernacular language only from 3,122,291 to 3,179,453. Of the latter 2,552,010 were at primary schools, as compared with 2,543,983 in 1887-88. The increase occurred chiefly at private institutions, where there were 248,675 pupils studying a vernacular, as compared with 199,528 in 1887-88.

5. Turning to the race and religion of the pupils it will be observed that there were 2,413,588 Hindus, as compared with 2,365,794 in 1887-88: 832,449 Mahomedans, as compared with 804,485: 23,948 Europeans and Eurasians, as compared with 23,160: 74,376 Native Christians, as compared with 74,498: and 199,760 of miscellaneous races or religions, as compared with 192,314 in 1887-88.

6. The number of boys attending school was 3,253,996, or 20.3 per cent. of the male population of school-going age, as compared with 3,182,643 in the previous year. The number of girl pupils was 290,261, as compared with 278,201. The percentage of girls attending school to the female population of a school-going age was 1.8, the same figure as in 1887-88. While public institutions for boys declined from 89,766 to 87,902 and the private institutions rose from 30,347 to 37,243 the public institutions for girls rose from 4,870 to 4,963, and the private fell from 2,142 to 1,601.

7. The total expenditure on education rose from Rs. 261,91,280 in 1887-88 to Rs. 270,92,324 in 1888-89, and the direct expenditure

Rs. 213,44,840, as compared with Rs. 209,09,809. The expenditure in professional colleges fell from Rs. 7,21,472, to Rs. 6,74,144, while that on arts colleges rose from Rs. 18,01,640 to Rs. 18,51,586, that on secondary schools rose from Rs. 86,27,117 to Rs. 89,08,877, that on primary schools from Rs. 83,88,897 to Rs. 84,99,815, that on training schools from Rs. 5,66,146 to Rs. 5,71,448, and that on other special schools from Rs. 8,04,537 to Rs. 8,38,970. In the direct expenditure on education are included charges on account of direction, inspection, scholarships, buildings, and other miscellaneous charges. The amount thus expended indirectly rose from Rs. 54,38,767 to Rs. 57,47,484. The chief increase was under the head of buildings.

8. Towards the expenditure on education provincial revenues contributed Rs. 73,97,870 compared with Rs. 72,93,575 in the previous year. The contributions from local and municipal funds rose from Rs. 46,41,551 to Rs. 47,84,474, and from Rs. 12,94,317 to Rs. 13,14,199, respectively. Fees, which amounted to Rs. 72,94,093 in 1887-88, were Rs. 76,16,322 in 1888-89, and the receipts from subscriptions, endowments, and other sources rose from Rs. 56,67,744 to Rs. 59,10,459.

From a statistical point of view, with which alone this Resolution deals, the year's results are satisfactory, especially as regards the increased attendance at schools and the growth of private contributions towards the maintenance of schools and promotion of education.

THE EXAMINER'S SONG.

With brain both weary and worn,
With eyelids heavy as lead,
An Examiner—type of despair was he—
Sat plying his stylus red—
Mark! Mark!! Mark!!!

While the hours speed ringing along
And still with a voice of dolorous pitch
He sang the Examiner's song.

"Mark! Mark!! Mark!!!

At the dawn when it is time to rest!
And Mark! Mark!! Mark!!!
Till the sun hath gone down in the West!
It's Oh! to be a slave
Along with the barbarous Turk,
Where little they reck their souls to save
If this is Christian work!

"Mark! Mark!! Mark!!!

Till the brain begins to swim!
Mark! Mark!! Mark!!!

Till the eyes are heavy and dim!
Passed! and Ploughed! and Passed!
Ploughed! and Passed! and Ploughed!
And the gaunt Paper-Demon hangs over my sleep
Like a threatening thunder-cloud.

"Mark! Mark!! Mark!!!

In the gloom of the muggy monsoon,
And Mark! Mark!! Mark!!!

In the strength of the sun at noon—
While the festive delights of the Yuletide
Gladden the grave and the gay
And the merry bells are a-ringing
The joys of the New Year's Day.

"Oh! but to breathe the breath

Of the cowslip and primrose sweet
With the sky above my head,
And the grass beneath my feet!
It's Oh! for one short hour
To drink the sweet breath of the seas
That wafts on its wings to oblivion
All Universities!

"Though the tale of the papers is legion,
Short is the tale of the days;
And Registrar W * * with wrath on his brow
Swoops down on the wight that delays;
And the high Olympian Syndics
Have launched a stern decree
That the luckless Examiner, late by a day,
Shall not pocket his rightful fee."

With brain both weary and worn,
With eyelids heavy as lead,
An Examiner—type of despair was he—
Sat plying his stylus red—
Mark! Mark!! Mark!!!
While the hours speed ringing along
And still with a voice of dolorous pitch
He sang the Examiner's song. —BASIL.

ANALYSES OF THE RESULTS OF PUBLIC EXAMINATIONS.

B. A. EXAMINATION OF 1889-90.

The following analysis shows the B.A. results (in the Language Branch) for 1889:—

Colleges, &c.	1st Class.	2nd Class.	3rd Class.	Total.
Madras Christian College	2	37	50	89
Presidency College, Madras	2	29	31	62
St. Joseph's College, Trichinopoly	...	12	17	29
Kumbakonam College	...	10	13	23
Rajahmundry College	...	11	11	22
Central College, Bangalore	...	7	14	21
Maharajah's College, Trivandrum	...	12	7	19
St. Peter's College, Tanjore	...	4	4	8
S. P. G. College, Trichinopoly	...	4	2	6
Caldwell College, Tuticorin	...	2	2	4
St. Aloysius' College, Mangalore	...	1	1	2
Private Study	...	9	6	15
Total...	4	138	158	300

F. A. EXAMINATION OF 1889.

The results of the recent F. A. Examination have been disastrous in the extreme. We give below the results according to stations. This shows that only 17.5 per cent. of the candidates have passed. We shall have much more to say on this subject in our next issue.

STATION.	Number Registered.	Number passed in I. Class.	Number passed in II. Class.	Total.	STATION.	Number Registered.	Number passed in I. Class.	Number passed in II. Class.	Total.
Madras	546	13	94	107	Nazareth	5	0	0	0
Anantapur	3	0	3	3	Negapatam	22	0	3	3
Bangalore	102	3	25	28	Nellore	2	0	0	0
Bellary	5	0	2	2	Ootacamund	1	0	0	0
Berhampore	12	0	2	2	Palamcottah	64	1	4	5
Calicut	121	0	17	17	Palaghat	30	0	0	0
Chicacole	21	0	4	4	Parvatipur	3	0	0	0
Coimbatore	55	0	11	11	Pudukotai	43	2	10	12
Conjeeveram	5	0	0	0	Rajahmundry	97	0	7	7
Cuddalore	47	1	7	8	Salem	23	4	1	5
Ernakulam	30	2	3	5	Shimoga	12	1	4	5
Guntur	21	0	1	1	Tanjore	74	0	12	12
Hyderabad	8	0	0	0	Tellicherry	1	0	0	0
Jaffna	3	0	0	0	Trichinopoly	236	5	39	44
Kurnul	1	0	0	0	Trivandram	71	3	12	15
Kumbakonam	138	0	24	24	Tuticorin	19	0	3	3
Madura	56	0	9	9	Vellore	5	0	2	2
Mangalore	66	1	5	6	Vizagapatam	40	1	3	4
Masulipatam	24	0	6	6					
Mysore	41	0	9	9	Total...	2,053	37	322	359

The total failures in each of the subjects, optional languages excepted, were

1. English...	966, or 47 per cent.
2. Logic ...	452 „ 22 „
3. Mathematics ...	1419 „ 69 „
4. Physiology ...	699 „ 34 „
5. History...	622 „ 30 „

HIGHER EXAMINATION FOR WOMEN, 1889.

The following is, we believe, a correct analysis of the results of the examination held in December 1889:—

English.

School.	1st Class.	2nd Class.
Military Female Orphan Asylum, Poonamallee Road	6	2
Presentation Convent, Vepery	6	0
Doveton Girls' School, Vepery	4	1
St. Andrews' High School, Bangalore...	4	1
Presidency Training School for Mistresses, Egmore	4	0
Bishop Cotton's Schools and College, Bangalore	3	1
Baldwin Girls' School, Bangalore	2	2
Convent of Holy Angels	3	1
St. Ann's, Mangalore	3	0
Convent of the Good Shepherd, Bangalore	3	0
Presentation Convent School, Black Town	2	1
St. George's Girls' Seminary, Chudderghaut	2	1
St. Philomena's High School, Bellary	2	0
Wesleyan English Girls' School, Bangalore	2	0
Civil Female Asylum, Egmore	2	0
Nazareth Convent Girls' School, Ooty...	2	0
S. P. G. Lilies' Association Girls' School, Vepery	1	1
Davidson Street Girls' School, Madras	1	1
Wesleyan Girls' Day School, Broadway	1	1
Ootacamund Girls' Seminary	1	0
St. Joseph's Convent School, Calicut	1	0
Medical Mission Girls' School, Rayapuram	1	0
Phoenix Institution, Vepery	1	0
Free Church Mission Boarding School, Madras	1	0
Church of England Girls' School, Cuddalore	1	0
St. Joseph's Convent School, Quilon	1	0
Circular Girls' School, Trivandrum	1	0
English Girls' School, Bimlipatam	1	0
St. Joseph's Convent School, Aleppy	1	0
European Convent Girls' School, Coimbatore	1	0
Christ's Girl's School, Nellore	0	1
Private study	7	1

Tamil.

School.	1st Class.	2nd Class.
St. John's Female Normal School, Nazareth ...	3	12
Sarah Tucker's Training Institution, Tinnevely ...	6	3
Madras Christian Female Normal School ...	2	4
Wesleyan Mission Girls' Boarding School, Rayapet ...	2	3
Victoria Female Normal School, Tuticorin ...	2	2
Roman Catholic Female Normal School, Cuddalore, New Town ...	1	4
S. P. G. Female Training School, Puthur, Trichinopoly ...	0	3
Wesleyan Mission Girls' School, Tiruvateswaram Pettah ...	0	2
Mandapasalai Girls' Boarding School, Tiruchalai, Ramnad ...	1	0
M. Girls' School, Pettai Street, Kumbakonam ...	0	1
Madras Girls' Day School, Acharapan Street, Black Town ...	0	1
Presidency Training School for Mistress, Egmore ...	0	1
Private study ...	0	1

Anglo Tamil.

Free Church Mission Boarding School, Madras ...	3	1
English Language only ...	3	Teacher.
Tamil Language only ...	2	"
Kanarese Language only ...	1	"
Hindustani only ...	2	Private study.
Needle work only ...	4	Pupils.
	1	Teacher.

THE SPORTS COMPETITIONS.

THE CRICKET TROPHIES.

1. SRI-GODEVARI TROPHY:—FOR JUNIORS.

The matches in connection with the cricket Trophies began on the 9th January. The first match for the Junior Trophy was between the Doveton and the Wesleyan Mission High School, Bangalore, in which the former was victorious, having secured 69 runs in the first innings and 27 in the second, or a total of 96 runs as against the latter who compiled 47 runs in the first innings and 48 in the second, or a total of 95 runs. The next match was between the London Mission High School Madras, and Pachaiyappa's Commercial School. The London Mission made 74 runs in the first innings and 29 in the second or a total of 106 runs, while the Commercial School gained an easy victory, having made 22 runs in the first innings, winning in the end by 10 wickets. The Commercial School then played the Christian College team and defeated them, having secured 32 and 82 runs respectively in the first and second innings, or a total of 114 runs, against the Christian College which made only 13 runs in the first innings and 38 in the second or a total of 51 runs. The final match between the Commercial School and the Doveton College came off on the 13th instant when the Commercial

School team defeated the Doveton team and won the trophy. In the Pachaiyappa's team Panchanatham, Kuniappen, Parthasarthy, Thiruvengadam and Babu Mukun Davi carried off the palm. We consider that in the Doveton team Parsons (Captain) and Upshon well earned some recognition of their good play. The scores at the final match stood thus:—

COMMERCIAL HIGH SCHOOL.

1st Innings.	2nd Innings.
1. C. Ramanjulu, b. Upshon... 1	1 Panchanadam, ct. Lincoln, (subst.) b. Parsons ... 13
2. Perumal, b. Uphson ... 0	2. Theruvengadathan, ct. Bower, b. Parsons ... 0
3. Panchanadam, ct. Parsons, b. Upshon ... 16	3. Kuniappan, ct. Hudson, b. Parsons ... 1
4. Parthasarthy, ct. Parsons, b. Upshon ... 3	4. Balu, b. Parsons ... 6
5. Kuniappen, b. Parsons ... 16	5. Thiruvengadam, ct. Raguba, b. Upshon ... 8
6. Balu, ct. Bower, b. Parsons.. 1	6. Parthasarthy, ct. Cress, b. Johnson ... 26
7. T. Ramanjulu, run out ... 3	7. C. Ramanjulu, ct. E. Cress, b. G. Cress ... 8
8. Thiruvengadam, b. Parsons. 0	8 T. Ramanjulu, b. Johnson... 9
9. Theruvengadathan, not out. 4	9. Perumal, run out ... 3
10. Alwar, b. Parsons ... 0	10. Alwar, b. Parsons ... 0
11. Gurusami, ct. Johnson, b. Parsons ... 2	11. Gurusawmy, not out ... 0
	Extras ... 7
Total... 46	Total... 86

DOVETON COLLEGE.

1st Innings.	2nd Innings.
1. V. Upshon, ct. Kuniappen, b. Thiruvengadam... 16	1. G. Cress, ct. Gurusawmi, b. Thiruvengadam ... 2
2. Hudson, ct. Ramanjulu, b. Thiruvengadam ... 0	2. E. Cress, b. Balu Mukun Davi ... 2
3. G. Cress, b. Balu Mukun Davi ... 0	3. Upshon, ct. & b. Balu Mukun Davi ... 0
4. Dempster, b. Panchanadam. 0	4. Johnson, b. Thiruvengadam. 3
5. Johnson, ct. Ramanjulu, b. Thiruvengadam... 0	5. Rozario, b. Balu Mukun Davi ... 2
6. Bower, b. Thiruvengadam. 8	6. Bower, b. Thiruvengadam. 0
7. V. Parsons, ct. & b. Balu Mukun Davi ... 28	7. Hudson, b. Thiruvengadam. 0
8. Simpson, run out ... 0	8. Parsons, b. Balu Mukun Davi ... 1
9. Rozario, ct. Ramanjulu, b. Thiruvengadam ... 1	9. Dempster, ct. Ramanjulu, b. Balu Mukun Davi ... 4
10. Raguba, ct. Ramanjulu, b. Balu Mukun Davi ... 2	10. Simpson, ct. & b. Thiruvengadam ... 0
11. E. Cress, not out... 0	11. Raguba, not out ... 0
Extras ... 3	Extras ... 2
Total... 58	Total... 16

2 BRANDT-HUTCHINS TROPHY:—FOR SENIORS.

Four teams entered for the Senior Cricket Trophy. Pachaiyappa's College played the Medical College and won by an innings and 17 runs the scores on both sides being, for Pachaiyappa's 90 in the 1st innings alone, for the Medical College 24 for the first innings and 51 for the second, or a total of 75 runs. Bishop Cotton's College, Bangalore played the Central College, Bangalore and defeated them, after a hard struggle, by 39 runs, the former scoring 77 and 121 runs in their two innings, or a total of 198 runs, and the latter 90 and 69 respectively for the two innings, or a total of 159 runs. The final match between Pachaiyappa's and Bishop Cotton's was watched with much interest. Both teams were much fancied and a very good match was expected, but Bishop Cotton's team, contrary to expectation, showed up badly on the first day and on the second were only a trifle better. They made a desperate struggle for victory at the last moment, but all too late. In the batting Messrs. Bance (Medical College), Rajagopaul and Davasagayam (Pachaiyappa's), G. Ricketts, F. Stephenson, E. C. Ward and D. Anderson (Bishop Cotton's) and Balaji Singh (Central College) distinguished themselves as good batsmen and run-getters, while Messrs. Srinivasulu and Rajagopaul (Pachaiyappa's), Balaji Singh and Jairam (Central College), and Stephenson and G. Ricketts (Bishop Cotton's), were very successful with the ball. The following is the full score at the final match:—

PACHAIYAPPA'S COLLEGE.

1st Innings.		2nd Innings.	
1. Rajagopaul Chari, b. Ricketts. ...	11	1. A. Rajagopaul, not out ...	11
2. Subba Rau, b. Stephenson ...	4	2. Rajagopaul Chari, ct. Dickson, b. Ricketts. ...	5
3. A. Rajagopaul run out, ...	16	3. Subba Rau, b. E. C. Ward. ...	12
4. P. Rajagopaul, ct. Ricketts, b. E. C. Ward ...	0	4. Davasagamani, ct. Stephenson, b. Ricketts ...	0
5. Venkatakrishnama, not out ...	5	5. Venkatakrishnama, b. E. C. Ward ...	0
6. Davasagamani, ct. Ricketts, b. Stephenson ...	1	6. Srinivasulu, ct. Ward, b. Ricketts ...	0
7. Vigiarnnam, b. Stephenson, ...	4	7. P. Rajagopaul, not out ...	1
8. Sriramulu, run out ...	6	Extras ...	2
9. Rajumannar, b. Stephenson, ...	0		
10. Krishnasawmi, ct. A. S. Stephenson, b. Stephenson ...	1		
11. Perumal, run out, ...	1		
Extras ...	7		
Total... 56		Total... 51	

BISHOP COTTON'S COLLEGE.

1st Innings.		2nd Innings.	
1. Davis, b. Srinivasulu ...	0	1. H. Ward, b. Srinivasulu ...	4
2. Dixon, ct. Srinivasulu, b. Rajagopaul ...	4	2. C. Ricketts, run out ...	15
3. Anderson, ct. do b. do ...	0	3. Dixon, do ...	1
4. F. Stephenson, b. Srinivasulu ...	2	4. G. Ricketts, ct. Srinivasulu, b. Rajagopaulchari ...	3
5. C. Ricketts, b. do ...	1	5. F. Stephenson, ct. Vigiarnnam, b. Rajagopaul ...	8
6. G. Ricketts, b. Rajagopaul ...	0	6. E. C. Ward, b. Srinivasulu ...	0
7. H. Ward, b. Srinivasulu ...	7	7. D. Anderson, not out ...	18
8. E. C. Ward, b. do ...	3	8. H. Ward, b. Rajagopaul ...	0
9. E. Ward, not out ...	7	9. H. Davis, ct. Rajagopaul, b. Srinivasulu ...	2
10. Mergler, b. Srinivasulu ...	0	10. A. S. Stephenson, b. Rajagopaul ...	1
11. A. S. Stephenson, ct. Vigiarnnam, b. Rajagopaul ...	1	11. Mergler b. Srinivasulu ...	0
Extras ...	6	Extras ...	3
Total... 31		Total... 55	

GYMNASTICS.

ENGLISH GYMNASTICS.

Long Jump, Juniors.—First, P. Bazely, Bishop Corrie's Grammar School.	do	do
Second, R. Hardakar, do do		
Long Jump, Seniors.—First, E. Hardakar, do do	do	do
Second, W. Dodd, do do		
Parallel Bars, Juniors.—First, C. Maniswami, Christian College, Madras.		
Second, A. Hunt, Bishop Corrie's Grammar School.		
Parallel Bars, Seniors.—First, S. Ramjee Singh, Teachers' College, Saidapet.		
Second, H. Burns, Bishop Corrie's Grammar School.		
100 yards race, Juniors.—First, P. Bazely, do do	do	do
Second, R. Hardakar do do		
100 yards race, Seniors.—First, H. Burns, do do	do	do
Second, W. Dodd, do do		
Horse, Juniors.—First, C. Manisawmi, Christian College, Madras.		
Second, A. Hunt, Bishop Corrie's Grammar School.		
Horse, Seniors.—First, S. Ramjee Singh, Teachers' College, Saidapet.		
Second, H. Burns, Bishop Corrie's Grammar School.		
Putting the shot, both Juniors and Seniors. { First, W. Dodd, Bishop Corrie's Grammar School.	do	do
{ Second, P. Bazely, do do		
High Jump, Juniors.—First, P. Bazely, Bishop Corrie's Grammar School.		
High Jump, Seniors.—First, W. Dodd, do do		
Horizontal Bar, Juniors.—First, Nazir Hussain, Harris High School, Royapettah.		
Horizontal Bar, Seniors.—First, W. Schourey, St. Patrick's Orphanage, The Adyar.		
300 yards race, Juniors.—First, P. Bazeley, Bishop Corrie's Grammar School.		
300 yards race, Seniors.—First, H. Burns, do do		
Pole Jump, Juniors.—No entries.		
Pole Jump, Seniors, 8ft 6in.—First, S. Ramjee Singh, Teachers' College, Saidapet.		
Trapeze and Rings, Juniors.—First, C. Manisawmi, Christian College, Madras.		
Trapeze and Rings, Seniors.—First, K. Balarama Aiyar, (Private) M.A.		

NATIVE GYMNASTICS.

No.	Names.	Thandal.	Ruski.	Jodi.	Kerala.	Bana.	Palta.	Kusthi.	Total.	REMARKS.
		25	12	12	12	12	12	25	110	
1	S. Rathnasabapathy Pillai.	6	4	5	5	6	8	8	42	Winner of the Sir Ramaswamy Cup.
2	V. Subramania Aiyar	12	6	6	5	5	7	7	41	
3	T. Munuswami Mudali	13	7	7	8	7	10	10	62	
4	N. R. Singaram	15	9	6	8	6	8	8	52	
5	T. Duraiswami	24	7	7	7	8	10	10	60	
6	S. Soobbu Singh	20	8	12	12	10	12	20	94	
7	S. Ramjee Singh	17	6	6	7	7	9	9	52	

Kusthi.

S. Soobbu Singh, (winner) *versus* T. Duraiswami.
 T. Munuswami, (winner) *do.* N. R. Singaram.
 V. Subramania Aiyar, *do.* S. Rathnasabapathy Pillai, (winner).

TENNIS COMPETITIONS.

Junior Doubles.

Pachaiyappa's College *beat* Maharajah's College, Maisur. W. M. School, Bangalore *beat* Christian College, Madras. Pachaiyappa's College *beat* W. M. School, Bangalore.

Finals.—Pachaiyappa's College *beat* Central College, Bangalore. Pachaiyappa's College has carried off the SIR RAMASWAMI-RANGANATHAM TROPHY.

Senior Doubles.

Central College, Bangalore *beat* Maharajah's College, Maisur. Central College, Bangalore *beat* Maharajah's College, Trivandrum.

Finals.—Central College, Bangalore *beat* Agricultural College, Saidapet. The Central College, Bangalore, has carried off the TRAVANCORE TROPHY.

Junior Singles.

1st Round.—1. Narayanaswami, (W. M. H. School, Bangalore) *beat* T. R. Ekanibhar, (N. H. School, Mailapur.) 2. Belliappa, (Central College, Bangalore) *beat* Srinivasa Rau, (Central College, Bangalore.)

2nd Round.—1. P. Rajagopal, (Pachaiyappa's College) *beat* V. Rangaswami, (Pachaiyappa's College.) 2. Belliappa, (Central College, Bangalore) *beat* V. Gopalachari, (W. M. H. School, Maisur.) 3. Narayanaswami—a bye.

3rd Round.—1. Belliappa *beat* P. Rajagopal. 2. Narayanaswami—a bye.

Finals.—Belliappa, (Central College, Bangalore) *beat* Narayanaswami, (W. M. H. School, Bangalore) and won.

Senior Singles.

1st Round.—1. H. P. Lincoln, (Medical College) *beat* Vencatakrishnama Naidu, (Pachaiyappa's College.) 2. Jayaram, (Central College, Bangalore) *beat* A. Rajagopal, (Pachaiyappa's College.) 3. Mariaswami, (Agricultural College) *beat* Rama Rao, (Agricultural College.) 4. Chinniah, (Central College, Bangalore) *beat* Md. Oosman, (Medical College.) 5. V. Rajagopal, (Maharajah's College, Maisur) *beat* Bhima Rao, (Maharajah's College,) Maisur.

2nd Round.—1. V. Rajagopal *beat* Mariaswami. 2. H. P. Lincoln—a bye. 3. Chinniah *beat* Narayana Aiyangar, Presidency College. 4. Jayaram—a bye.

3rd Round.—1. V. Rajagopal *beat* Lincoln. 2. Jayaram *beat* Chinniah.

Finals.—Jayaram, (Central College, Bangalore) *beat* V. Rajagopal, (Maharajah's College, Maisur.)

QUESTIONS IN ALGEBRA.

[Hereafter we hope to be able to set apart every month a few pages for Mathematics. The solutions of the questions given here will be published in our next issue.]

I. Find what term is wanting to make

$$(1) (a^2 + b^2 - c^2) (\frac{1}{2} + c^2 - b^2) (b^2 + c^2 - a^2) \text{ divisible by } (a + b - c) (a + c - b) (b + c - a).$$

$$(2) (x + 1) (x + 8) (x + 10) (x + 17) \text{ divisible by } (x + 2) (x + 5) (x + 13) (x + 16)$$

II. Shew that each of the following expressions

$$(1) (a^2 - bc)^2 + (a^2 - bc) (b^2 - ac) + (b^2 - ac)^2 \text{ and}$$

$$(2) (a^2b + b^2c + c^2a)^2 + (a^2b + b^2c + c^2a) (ab^2 + bc^2 + ca^2) + (ab^2 + bc^2 + ca^2)^2 \text{ is resolvable into simple factors of the same form as the expressions themselves, that is to say, of the form } x^2 + xy + y^2.$$

III. There are three values of n that satisfy the following equations. Determine them.

$$(1) (a^2 + abc)^3 + (b^2 + nac)^3 + (c^2 + nab)^3 - 3(a^2 + abc)(b^2 + nac)(c^2 + nab) = (a^3 + b^3 + c^3 - 3abc)^2$$

$$(2) \frac{(x+1)^n + (x+7)^n + (x+8)^n + (x+14)^n}{(x+2)^n + (x+4)^n + (x+11)^n + (x+13)^n} = 1$$

IV. (1) Given $x^2 + y^2 + z^2 = 1$, shew that

$$\frac{1 - x^2 - y^2 - z^2 - 6x^2y^2z^2}{1 - x^2 - y^2 - z^2 - 6x^2y^2z^2} = 1\frac{1}{2}$$

(2) Given $ab + ac + bc = 0$ show that

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

$$V. \text{ Solve:—}(1) \frac{(x+a)(x+b)}{x+a+b} + \frac{(x-a)(x-b)}{x-a-b} = \frac{(x-a)(x+b)}{x-a+b} + \frac{(x+a)(x-b)}{x+a-b}$$

$$(2) \sqrt{a+b-2c+2x} = \sqrt{a+c-2b+2x} + \sqrt{b+c-2a+2x}$$

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

$$VI. \text{ Simplify:—}(1) \frac{2a+3b+4c}{4a+5b+6c} - \frac{6a+7b+8c}{8a+9b+10c} + \frac{(6a+7b+8c)^2 + 4(a+b+c)^2}{(6a+7b+8c)^2 - 4(a+b+c)^2}$$

$$(2) \frac{\frac{a^2+b^2-c^2}{a+b-c} - \frac{a^2+c^2-b^2}{a+c-b}}{\frac{a^2+b^2-c^2}{a+c-b} - \frac{a^2+c^2-b^2}{a+b-c}}$$

VII. Extract the square root of $(x-2)^2 + \frac{(2x-5)^2}{(2x-6)^2}$, and

the cube root of $(2x^3 - 12x^2 + 21x - 11)^3 + (2x^3 - 6x^2 + 3x + 2)^3$

$$VIII. (1) \text{ If } \frac{1}{x+9} + \frac{1}{x+12} + \frac{1}{x+20} = \frac{1}{x+8} + \frac{1}{x+15} + \frac{1}{x+18}, \text{ then each} = \frac{1}{x}.$$

$$(2) \text{ If } \frac{x}{a^2-bc} = \frac{y}{b^2-ac} = \frac{z}{c^2-ab}, \text{ then } \frac{a}{x-yz} = \frac{b}{y^2-xz} = \frac{c}{z^2-xy}$$

S. V. THOMAS.

UNIVERSITY OF MADRAS.

The undermentioned candidates have passed the B.A. DEGREE EXAMINATION (LANGUAGE BRANCH) held in November 1889:—

Rank.	Register Number.	Name of Candidate.	Where educated.
FIRST CLASS.			
1	230	Nagabhushanam, Puranam ...	Madras Christian College.
2	212	Anantarama Aiyar, K. ...	Do.
3	291	Sekhara Menon, Ravunyarat ...	Presidency College.
4	228	Kumaraswami, Calamur Vira- villi	Do.
SECOND CLASS.			
1	219	Gopalachari, Anbtl Venkata ...	S.P.G. College, Trichinopoly and Madras Christian Col- lege.
	223	Kodandarama Aiyangar, T. ...	Presidency College.
	428	Balakrishnan, S. A. ...	St. Joseph's College, Trichino- poly.
4	438	Kasturiranga Aiyangar, G. ...	Do.
	378	Venkataraman, M. ...	St. Peter's College, Tanjore.
	390	Appayya Dikshitulu, Kolichina	Rajahmundry College.
7	315	Raghunatha Rau, V. ...	Kumbakonam College.
	367	Srinivasa Aiyangar, R. (Ra- ghava.	Do.
9	73	Saravanamuttu Pillai, Trinko- mali T.	Presidency College.
10	177	Joseph, Muliyl	Madras Christian College.
11	377	Venkatarama Aiyar, Krishna..	Private study.
12	185	Krishna Kurup, Tiruveth	Presidency College.
	216	Selvapillayya, Annadanandia- var.	Do.
	195	Krishnan Pandalai, K. ...	Maharaja's College, Trivan- drum.
15	41	Lakshminarasimhachari, Pil- lipakkam Nattu	Madras Christian College.
16	295	Narasinga Rau, Dalavoypatam	Central College, Bangalore.
17	384	Saldania, Joachim ...	St. Aloysius' College, Manga- lore.
18	83	Srinivasachari, Vankipuram...	Madras Christian College.
	234	Nataraja Sastri, Bahusrutam S.	Do.
20	64	Ranganatha Aiyar, Poonamallee	Madras Christian College.
21	87	Subba Rau, Madura Rama Rau	Do.
	143	Venkoba Rau, Sirivalla	Private study.
23	2	Adolphus, Noah	Caldwell College, Tuticorin.
24	98	Venkatasubha Aiyar, Kanga- yam G.	Madras Christian College.
25	528	Venkataramamurti, G. ...	Private study.

Rank.	Register Number.	Name of Candidate.	Where educated.
SECOND CLASS—continued.			
26	57	Rajam, Batlagundu R. ...	Madras Christian College.
	217	Ganapati Aiyar, Annaswami Aiyar.	Do.
	433	Duraiswami, C. C. ...	St. Joseph's College, Trichino- poly.
29	324	Bapayya Raju, T. N. ...	St. Peter's College, Tanjore.
	231	Nanu Pillai, Velayudam Pillai	Maharaja's College, Trivan- drum and Presidency Col- lege.
30	486	Alexander, Givarghese ...	Maharaja's College, Trivan- drum.
	38	Krishnaswami Aiyar, C. N. ...	Private study.
	274	Vijayaraghavachari, C. R. ...	Presidency College.
32	291	Lakshmipalayya, Venkata- chala.	Central College, Bangalore.
	481	Varadachari, Nadadur ...	S.P.G. College, Trichinopoly.
36	11	Devasahayam Pillai, N. ...	Private study.
	281	Bhinnachar, Arcot ...	Central College, Bangalore.
	416	Mahadevan, V. D. ...	St. Joseph's College, Trichino- poly.
39	100	Venkoba Rau, Tiruvaiyar ...	Presidency College.
	129	Ramayya, Chittamur ...	Madras Christian College.
41	62	Ramaswami Aiyar, Venkata- narayana.	Presidency College.
42	457	Rangaswami Aiyangar, T. R. ...	St. Peter's College, Tanjore.
43	461	Savarimuttu Udaiyar Ignatius	St. Joseph's College, Trichino- poly.
	242	Ramaswami Aiyar, Srinivasa	Madras Christian College.
	248	Sitapati Rau, Kasturi ...	Do.
44	253	Srinivasan, Anna Aiyar ...	Do.
	343	Parthasarathi Aiyangar, K. ...	Kumbakonam College.
48	368	Swaminatha Aiyar, Krishna...	Madras Christian College.
49	453	Ramaswami Aiyar, P. S. ...	St. Joseph's College, Trichino- poly.
50	257	Srinivasa Sastri, K. V. ...	Presidency College.
	406	Ramachandra Rau, Ayyagari..	Private study.
	463	Sundara Pandiyan, K. ...	Do.
	163	Srinivasa Rau, Karkul ...	Presidency College.
	272	Venkataramayya, Ongolo ...	Madras Christian College.
53	290	Krishnaswami Aiyar, Tirupa- tur Nanjunda.	Central College, Bangalore.
	443	Krishnaswami Rau, R. ...	S.P.G. College, Trichinopoly.
	496	Krishnaswami Aiyar T. Anna- swami Aiyar.	Maharaja's College, Trivan- drum.
	7	Arogyaswami Mudali, Rayapu- ram Nallaviran.	Madras Christian College.
58	123	Ramachandra Rau, Mocharl...	Presidency College.
	232	Narasinga Rau, Dasaraju Va- raha.	Madras Christian College.
	359	Srinivasaraghava Aiyangar, A.	Kumbakonam College.

Rank.	Register Number.	Name of Candidate.	Where educated.
SECOND CLASS—continued.			
62	275	Visvanathan, Calamur Viravilli.	Presidency College.
	397	Krishnamachari, Vankipuram.	Private Study.
	400	Muhammad Saidoddin	Rajahmundry College.
	491	Govinda Pillai, Cumara Pillai.	Maharaja's College, Trivandrum.
66	36	Krishnaswami Aiyangar, S....	Presidency College.
	120	Parthasarathi Aiyangar, Carambi.	Madras Christian College.
	149	Krishna, Mulki	Do.
	277	Perozsha Sorabji Framji	Doyton College and Presidency College.
	363	Subrahmanya Aiyar, G. P.	Kumbakonam College.
	416	Venkatasayamma, Truvanti	Rajahmundry College.
	418	Venkatasubba Ray, Yarraguntla.	Do.
	455	Rangaswami, K. R....	St. Joseph's College, Trichinopoly.
71	13	Duraiswami Aiyangar, Paranj.	Madras Christian College.
	40	Kuppuswami, Vedapuram Ranaswami.	Presidency College.
	175	Gopala Menon, Chambil	Do.
	202	Sivarama Aiyar, K. Vaidyanatha Aiyar.	Madras Christian College.
	213	Aravamudan Aiyangar, G.	Do.
	425	Arulanandam, M.	St. Joseph's College, Trichinopoly.
80	93	Sundararajan, N. V.	Madras Christian College and Presidency College.
	105	Abboy Nayudu, Nagaram	Madras Christian College.
	107	Balakrishna Rau, Nyayapati	Presidency College.
	227	Krishnaswami, K.	Madras Christian College and Private study.
	279	Syed Ahmed Badshaw	Presidency College.
86	426	Arulanandaswami Pillai, D.	St. Joseph's College, Trichinopoly.
	131	Sivachidambara Rau, Kattamuri.	Private study.
	329	Gopalakrishna Aiyar, Tenkasi R.	Madras Christian College and Kumbakonam College.
	392	Gopalam, Pemmaraju	Rajahmundry College.
	499	Masilamani Nadar, Jesudasan.	Maharaja's College, Trivandrum.
91	515	Udaya Varma Raja, M.	Do.
	14	Gnanadurai, Solomon	Caldwell College, Tuticorin.
	139	Tirumala Rau, Killanki	Madras Christian College and Private study.
	215	Chandrasekharan, C. G.	Presidency College.
	445	Kuppuswami, Periyakolam Sankara Aiyar.	St. Joseph's College, Trichinopoly.

Rank.	Register Number.	Name of Candidate.	Where educated.
SECOND CLASS—continued.			
95	262	Subrahmanya Sastri, R.	Presidency College.
	283	Gundu Rau, Ramohalli	Central College, Bangalore.
	490	Govindan Tampi, Padmanabham Tampi.	Maharaja's College, Trivandrum.
	494	Kalyanasundara Mudali, P.S.	Madras Christian College and Maharaja's College, Trivandrum.
99	17	Gnanamuttu Nadar, Jesudasam.	Madras Christian College.
	54	Raghavachari, Madurantakam Buchi.	Do.
	67	Ratnam, Tirumushi	Do.
	156	Narasinga Rau, Savur	Presidency College.
	181	Koppunni Nayar, Kongot	Do.
	327	Gangadharan, C. V....	Kumbakonam College.
	346	Rajagopala Aiyar, P....	Do.
	467	Srinivasa Aiyangar, V. (Viraswami).	St. Joseph's College, Trichinopoly.
110	478	Subrahmanya Sastri, S.	Do.
	501	Narayana Aiyar, Virabhadra Aiyar.	Maharaja's College, Trivandrum.
	512	Subrahmanya Aiyar, Sankaranarayana Aiyar.	Do.
	31	Krishnamachari, Kondamur...	Madras Christian College.
117	133	Srinivasa Rau, Sirivalla	Do.
	224	Krishnamachari, M. Chakravarti.	Presidency College.
	310	Subrahmanya, Ambale	Central College, Bangalore.
	420	Venkatesvarulu, Kuchi	Rajahmundry College.
122	460	Samuel Gnanamuthu Nadar, D.	St. Peter's College, Tanjore.
	475	Subrahmanya Aiyar, C.	Madras Christian College.
	50	Natesa Mudali, Mavandur	Do.
	203	Srinivasa Rau, Nelpuraparambil G.	Presidency College and Maharaja's College, Trivandrum.
127	398	Madhava Rau, Dasu	Rajahmundry College.
	409	Sitayya, Maddiseti...	Do.
	413	Venkatappayya Sarma, Uppuluri.	Do.
	187	Madhava Menon, Paramparampath.	Presidency College.
122	391	Chalamanna, Ravulaparti	Rajahmundry College.
	266	Varadachari, Wulliyannallur Alagam.	Madras Christian College.
	315	Venkatadasappa, Salagrame...	Central College, Bangalore.
	456	Rangaswami, R.	St. Joseph's College, Trichinopoly, and S. I. G. College, Trichinopoly.
127	61	Ramanatha Rau, Tirupattur B.	Presidency College.
	138	Tinnamaraju, Digavilli	Do.
	204	Subrahmanya Aiyar, P. Krishna Pattar.	Madras Christian College and Presidency College.

Rank.	Register Number	Name of Candidate.	Where educated.
SECOND CLASS—continued.			
127	214	Chalapathiran, Pokala ...	Rajahmundry College and Madras Christian College.
	419	Venkatesvarudu, Yanamandra.	Rajahmundry College.
	422	Amirtanayakam, Appavu ...	S. P. G. College, Trichinopoly.
	151	Krishnasawmi Rau, Mysore Gangadhar.	Madras Christian College.
133	192	Mathan, Kayyalakakattu Varkki.	Do.
	218	Gangadharan, D. S. ...	Kumbakonam College and Madras Christian College.
	322	Apatsahayam Aiyar, S. ...	Kumbakonam College.
	347	Rama Aiyar, G. S. ...	Do.
	488	Cheriyar, T. Itti ...	Maharaja's College, Trivandrum.

THIRD CLASS.

1	Aaron Nadar, Masilamani Pon-nayya.	Madras Christian College.
169	Achyutan Nayar, Tekkappat.	Do.
320	Aiyaswami Aiyangar, N. R. ...	St. Peter's College, Tanjore.
5	Apatharanan, K. ...	St. Joseph's College, Trichinopoly.
323	Appayya, S.	Kumbakonam College.
487	Appaswami Aiyar, T. Srinivasa Aiyar.	Maharaja's College, Trivandrum.
106	Balakrishna Bhat, Trichinopoly.	Madras Christian College.
108	Balanukunda Das, Lala ...	Do.
145	Bhima Rau, Badami ...	Do.
325	Chakrapani, Chidambara Aiyar.	Kumbakonam College.
429	Chandrasekhara Aiyar, Mangudi R.	Madras Christian College and S. P. G. College, Trichinopoly.
8	Chaudappa, Krishna Rau ...	Presidency College.
431	Chinnaswami, S. K. ...	St. Joseph's College, Trichinopoly.
282	Chintamani, Kuduvali ...	Central College, Bangalore.
432	Dakshinamurti, M. ...	St. Joseph's College, Trichinopoly.
216	Duraiswami Aiyangar, Kunnatur.	Madras Christian College.
174	Eapen, Kuriyan ...	Do.
146	Ganapati Rau, Kumble ...	Presidency College.
15	Gnanamani, S. ...	Caldwell College, Tuticorin.
16	Gnanamanikkam, Manuel ...	Do.
330	Gopalan, V. ...	Kumbakonam College.
331	Gopala Rau, K. ...	St. Peter's College, Tanjore.
393	Gopala Sastri, Susarla ...	Rajahmundry College.
111	Govindarajulu Nayudu, Mufyala.	Private study.

-46-

Rank.	Register Number.	Name of Candidate.	Where educated.
THIRD CLASS—continued.			
19		Gurupadam, Devadasan ...	Madras Christian College.
434		Guruswami Aiyar, Mayaveram Sankara.	S. P. G. College, Trichinopoly.
20		Isaac, Peter ...	Madras Christian College.
221		Iswara Aiyar, R. ...	Do.
22		Jacob Pillai, Nallatambi ...	Do.
222		Jagannathan, K. ...	Do. and Presidency College.
436		Jayarama Aiyar, K..	St. Joseph's College, Trichinopoly.
23		Jesuadiyan, Ambudaiyan ...	Madras Christian College.
395		Kantayya, Asuri ...	Rajahmundry College.
148		Kariyappa, Chonira ...	Madras Christian College.
178		Karunakara Menon, Kozhikkottuvittil.	Presidency College.
437		Kasturi Aiyangar, Swami Aiyangar.	St. Joseph's College, Trichinopoly.
180		Kesava Pillai, Krishna Pillai.	Maharaja's College, Trivandrum.
396		Kesava Somayajulu, Susarla..	Rajahmundry College.*
284		Krishna Aiyangar, Masimbakkam.	Central College, Bangalore.
181		Krishna Aiyar, Ramanathapuram Appadurai.	Madras Christian College and Presidency College.
33		Krishnamachari, Sevilimedu..	Madras Christian College.
226		Krishna Menon, Kallenmar Thodyil.	Presidency College.
285		Krishna Rau, Sidlaghatta ...	Central College, Bangalore.
150		Krishnaswami, Anbil ...	Do. and Madras Christian College.
439		Krishnaswami, D... ..	Presidency College.
440		Krishnaswami Aiyangar, V. S.	St. Joseph's College, Trichinopoly.
289		Krishnaswami Aiyar, Cambanellore S.	Central College, Bangalore.
335		Krishnaswami Aiyar, C. V.	Kumbakonam College.
336		Krishnaswami Aiyar, Sellappa Aiyar.	Do.
442		Krishnaswami Aiyar, T. ...	St. Joseph's College, Trichinopoly.
114		Krishnaswami Rau, Ranjanagadi.	Madras Christian College.
444		Krishnaswami Sastri, A. S.	St. Joseph's College, Trichinopoly.
186		Krishna Variyar, Kuthanur Variyath.	Presidency College.
229		Lakshminarayana Sastri, Popuri.	Do.
152		Machayya, Malati	Madras Christian College.
189		Madhavan Nayar, Vatakapat.	Presidency College.
497		Mangalesvara Aiyar, T. Ramaswami Aiyar.	Maharaja's College, Trivandrum.

Rank.	Register Number.	Name of Candidate.	Where educated.
THIRD CLASS—continued.			
293		Mariasusai Ponnuswami ...	Central College, Bangalore.
498		Martanda Varma ...	Private study.
399		Mrutyunjaya Rau, Sattiraju ...	Rajahmundry College.
154		Nagaratnam Pillai, Tirunages- varam.	Madras Christian College.
48		Narasimhachari, R. ...	Private study.
401		Narasimham, Kandala ...	Rajahmundry College.
191		Narayanan Nayar, Tazhatta- vittil.	Presidency College.
48		Narayana Rau, Cuppu ...	Do.
403		Narayana Rau, Dasu ...	Rajahmundry College.
296		Narayana Rau, Doddaballapur (Krishnappa).	Central College, Bangalore.
157		Narayana Rau, Mangalore ...	Presidency College.
119		Narayana Reddi, Jutur ...	Madras Christian College.
297		Narayanawami Nayudu, Esabatti.	Central College, Bangalore.
418		Narayanawami Nayudu, Madura Alagiriswami.	St. Joseph's College, Trichino- poly.
450		Panchapagesa Aiyar, G. V. ...	Do.
51		Panchapagesa Aiyar, Trichino- poly.	Presidency College and Madras Christian College.
451		Pattabhiraman, D. R. ...	St. Joseph's College, Trichi- nopoly.
344		Ponusawami Aiyar, Odaiyar- palayam Ramakrishna.	Kumbakonam College.
299		Puttuswami Chetti, Anikar...	Central College, Bangalore.
159		Raghavendra Rau, Udiavar...	Presidency College.
55		Rajagopalachari, Mudumbai...	Madras Christian College.
238		Rajagopalacharulu, Nallan Chakravarti.	Do.
56		Rajagopalan, Narayana ...	Do. and Presidency College.
318		Rajaram Rau, Tandalam ...	Kumbakonam College.
58		Rajaratnam Chetti, Pudur ...	Madras Christian College.
405		Rajasekhara Rau, Devagup- tapu.	Rajahmundry College.
69		Ramachandra Rau, Padukota Venkata.	Madras Christian College.
500		Ramachandrayya, Kanajam Nanjundappa.	Central College, Bangalore.
195		Ramakrishna Aiyar, K. Ven- katachala.	Presidency College.
160		Ramakrishna Rau, Padubidri.	Do.
506		Ramalinga Aiyar, Ramasubha Aiyar.	Maharaja's College, Trivan- drum.
352		Ramamrita Aiyar, C. S. ...	Kumbakonam College.
127		Ramanuja Pillai, Thottakkadu	Madras Christian College.
301		Rama Rau, Asundi ...	Central College, Bangalore.
302		Rama Rau, Vadatur ...	Do.
162		Ramaswamayya, Malavalli ...	Madras Christian College.

-67-

Rank.	Register Number.	Name of Candidate.	Where educated.
THIRD CLASS—continued.			
241		Ramaswami Aiyar, Kuppu- swami.	Madras Christian College.
451		Ramaswami Aiyar, S. (Subha)	St. Joseph's College, Trichi- nopoly.
243		Ramayya, Bolar ...	Presidency College.
244		Rangachari, Varbakkam (Krishnamachari).	Do.
197		Ranganatham Pillai, Vellore Subrahmanya.	Do.
353		Ranganatha Rau, R. ...	St. Joseph's College, Trichino- poly.
66		Rangaswami Aiyangar, Van- bakkam.	Madras Christian College.
68		Ratnasubhupati Mudali, Anai- kattaputtur.	Do.
198		Ryru Nambiyar, Ayillyath ...	Presidency College.
385		Saldanha, Joseph Manuel ...	St. Aloysius' College, Manga- lore.
386		Saldanha, Henry John Paul ...	Private study.
215		Sambhu Sastri, Gaddam ...	Rajahmundry College and Madras Christian College.
453		Samual, Israel ...	St. Peter's College, Tanjore.
276		Samuel, S. S. ...	Madras Christian College.
508		Sankaralingam Pillai, Kanaku Palaniyandi.	Maharaja's College, Trivan- drum, and Private study.
467		Satyamma, Adurti ...	Rajahmundry College.
509		Sesha Aiyangar, Viraraghava Aiyangar.	Private study.
130		Seshadri Aiyangar, Nelatur ...	Madras Christian College.
71		Seshagiri Rau, Kandi ...	Do.
408		Seshayya, Tanikella ...	Rajahmundry College.
249		Sitarama Aiyar, P. S. ...	Presidency College.
250		Sivarama Aiyar, Rajanga ...	Do.
79		Soma Rau, Cambhiram ...	Madras Christian College.
465		Somasundaram, V. ...	St. Joseph's College, Trichino- poly.
306		Srinivasa Aiyangar, Herémag- jur.	Central College, Bangalore.
356		Srinivasa Aiyangar, R. ...	Kumbakonam College.
358		Srinivasa Aiyangar, R. (Rama)	Do.
84		Srinivasan, Erode Sesha Aiyar	Do. and Madras Christian College.
85		Srinivasaraghava Aiyangar, Kesava.	Madras Christian College.
256		Srinivasa Sastri, Calamur ...	Presidency College.
469		Subharaman, Venkatesvara ...	St. Joseph's College, Trichino- poly.
309		Subha Rau, Kudli ...	Central College, Bangalore.
165		Subharaya Pai, Mijar ...	Presidency College.
90		Subrahmanya Aiyar, Kadira- mangalam S. ...	St. Joseph's College, Trichino- poly and Madras Christian College.

Rank.	Register Number	Name of Candidate.	Where educated.
THIRD CLASS—continued.			
205		Subrahmanya Aiyar, P. Venkatesvara Aiyar.	Madras Christian College.
311		Subrahmanya Virappanchatram.	Central College, Bangalore.
260		Subrahmanyan, C. A.	Presidency College.
91		Subrahmanyan, M. Vaidyanatha Aiyar.	St. Joseph's College, Trichinopoly, and Presidency College.
476		Subrahmanyan, R.	Kumbakonam College.
92		Subrahmanya Pillai, Pudupet Chokkalingam.	Presidency College.
366		Sundaram, N.	St. Peter's College, Tanjore.
480		Sundarasivan, N.	St. Joseph's College, Trichinopoly.
264		Sundarayya, Vasantapuram.	Madras Christian College.
367		Sundaresa Aiyar, M. R.	Kumbakonam College.
411		Suryanarayana, Kalluri.	Rajahmundry College.
412		Suryanarayana, Mailavarapu.	Do.
525		Suryanarayana, Simhadri.	Maharaja's College, Trichinopoly.
136		Suryanarayana Rau, Basavaraju.	Madras Christian College.
137		Suryanarayanayya, Enjeti.	Do.
372		Swaminathan, R. (Ramaswami Aiyar).	Kumbakonam College.
208		Teyyan Menon, Tonore.	Madras Christian College.
209		Vanchi Aiyar, Perumkolam Gopala Pattar.	Do.
375		Varadachari, Curinjipadi.	Do.
97		Venkatachari, Mukundagiri Kandadai.	Do.
268		Venkatarama Aiyar, Baradampet.	Do.
482		Venkataraman, O. N.	St. Joseph's College, Trichinopoly.
270		Venkatarama Sastri, Madura Minakshi Sundara.	Madras Christian College.
271		Venkataramayya, Penumatri.	Rajahmundry College and Madras Christian College.
517		Venkata Rau, Kasseigode.	Maharaja's College, Trivandrum.
142		Venkata Reddi, Puvvada.	Madras Christian College.
417		Venkatasubha Rau, Vemuri.	Private study.
167		Venkatesa Prabhu, Manjeshwar.	Presidency College.
318		Venkoba Rau, Tanjore.	Central College, Bangalore.
101		Venugopalachari, Chettipunnam Viravilli.	Presidency College.
168		Visvanathayya, Udiavar.	Do.

(By order.)

Senate House.
28th December 1889.W. H. WILSON, Ph. D.,
Registrar.

PROCEEDINGS OF THE DIRECTOR OF PUBLIC INSTRUCTION.

Circular Memorandum.—It having come to the notice of the Director that the issue of certifying Memo. is considerably delayed owing to non-publication of the G. lists in the *Fort St. George Gazette* as hitherto, the attention of the Inspecting officers is drawn to the provisions of the revised Article 4, Chapter III. of the Code, under which the publication of the lists of Result schools in the *Gazettes* was entirely discontinued and combined list circulated to all officers concerned. The second declaration in the certifying Memo. was accordingly altered in Circular No. 6576, dated 7th August 1889. As the total amount passed for results grants up to December approximates to Rs. 40,000 against the Budget allotment of Rs. 2,03,000, strenuous efforts should be made to see that all the certifying Memo. are cashed before the close of the official year to prevent any savings.—No. 210 of 14th January 1890.

Results Grants.—Read the following letter from the Sub-Assistant Inspector of Schools, Palghat Range, to the Inspector of Schools, Western Circle, dated Alatur, 11th October 1889, No. 2911:—

With reference to Proceedings of the Director of Public Instruction, No. 6775, dated 14th August 1889, regarding *results grants*, forwarded to me with your endorsement No. 260-G, dated 23rd September 1889, I have the honor to bring to your notice the following cases:—

A school, having the third and lower standards, is examined one year in July and earns grants for those standards from Local funds. The Manager immediately forms a fourth standard with the pupils that passed the third standard examination and applies at the usual time for aid for that standard from Provincial funds for the following year. The school is examined again in July after the lapse of a *full* year, during which period the *whole* school, fourth as well as the lower standards, was actually working, but earns, under the above proceedings, Provincial grants for seven months only, i.e., from January preceding.

The same will be the case if a school having only the fourth and higher standards the first year earns grants for those standards from Provincial funds in July and immediately opens one or more of the lower standards for which aid is sought as usual from Local funds for the next year, the examination being held again in July, i.e., after the lapse of a *full* year during which period the lower as well as the higher standards were actually working.

A school, having the third and lower standards, earns grants for those standards from Local funds one year in the beginning of March. The Manager immediately forms a fourth standard with the pupils that passed the third standard examination, on whose behalf he has, in anticipation, sent in an E form application in November preceding for grants from Provincial funds. The school is examined in the following March, and, under the above proceedings, grant is passed for that standard from Provincial funds from January following the date of the E form application, i.e., for a period of 14 months, while the standard was actually working for 12 months only.

The same will be the case with grants from Local funds if a school has only the fourth and higher standards the first year and opens one or more of the lower standards immediately after the examination in March, the E form application on their behalf having been submitted in anticipation in November preceding.

In the first case the Manager loses five months' grant (from either of the funds) to which he is, under the Code, fully entitled. In the second case the Manager gains (from either of the funds) two months' grant in excess of what is due to him under the Code. In either case there seems to be an illegality which might be avoided. The matter may therefore be placed before the Director of Public Instruction if, under the circumstances stated, you think the Proceedings under reference need reconsideration.

Submitted to the Director for orders. It appears to the undersigned that under Section 23 of Chapter III, the Inspector might, in the cases noted by the Sub-Assistant, fix the beginning of the school year at the time when the class was opened.

(Signed) E. MARSDEN,

Inspector of Schools, Western Circle.

16th October 1889.

The Inspector's interpretation is correct.—Pro. No. 11,475 of 24th December 1889.

Stamp for Agreements by Stipendiary Students.—Agreements executed by stipendiary students have hitherto been, under orders, executed on a 8-annas stamp paper as documents coming under No. 5 (c) of Schedule I of the Stamp Act. A technical difficulty, however, may arise in such cases as to the amount recoverable with reference to the value of the stamp paper. The Director accordingly rules that in future all agreements by stipendiary students, where a refund of the amount drawn is stipulated for, shall bear stamp of the value fixed for bonds, viz., 8 annas for every hundred rupees and any part thereof of the maximum amount of stipends and travelling allowances the student concerned is entitled to draw.

In the case of agreements already executed on stamp papers of the value of 8 annas, adhesive stamps cannot be added now to make up the value. The agreements, where necessary, should be re-written on ordinary paper and submitted to the Collector, along with the original agreements, so as to have the duty denoted upon them in accordance with Section 15 of the Indian Stamp Act No. 1 of 1879.—*Pro. No. 11391 of 21st December 1889.*

Teachers in Results Schools.—Read the following letter from the Inspectress of Girls' Schools, Northern and Central Circles, to the Director of Public Instruction, dated Madras, 29th November 1889, No. 3655:—

I have the honor to bring to your notice that many teachers in result schools fail to produce their certificates or to qualify for certificates although they are called upon year after year to do so.

In reviewing the village inspection reports this year, I am, in cases of the kind alluded to, directing my Sub-Assistants not to pass grant for next inspection without referring the matter to this office for orders.

When such references are made in next official year, I have the honor to inquire whether you would approve of one-fourth of the result grant being deducted, in cases in which the teachers have still neglected the direction to produce their certificates or to qualify for them.

It is true that the penalty will fall upon the managers, but they can avoid it by requiring their teachers to qualify or by appointing qualified teachers.

I have been most careful not to require elderly teachers to qualify, but, in the interests of the pupils, it seems most desirable that young, middle-aged, and all new teachers should find that they cannot continue, year after year, unqualified, even in result schools.

The course proposed by the Inspectress is sanctioned with effect from the 1st April next, subject to two conditions—(1) that notice in writing shall be given to the Manager and teacher concerned at the beginning of the year, and (2) that the fine proposed shall be the maximum fine only. If a very small fine is imposed in the first year it will probably suffice to secure the end sought.—*Pro. No. 224 of 14th January 1890.*

Report on Education in Madras Municipality for 1888-89.

The number of institutions including High schools and Colleges advanced from 213 to 318, and that of pupils from 16,022 to 18,483. There were no private schools returned for the year 1887-88, but for the last official year 100 schools with 2,384 pupils have been returned under this class. Excluding the figures relating to private schools, there was an advance of five institutions and 82 pupils. Under aided schools a decrease of 24 is noticeable which has been satisfactorily accounted for.

The proportion of pupils to population is of course not correct absolutely, but is useful for purposes of comparison. The Municipality of Madras is exceptional, in that it shows a larger proportion of Hindu pupils under instruction than any other class. The statement given in para. 14 of the Assistant Inspector's report shows that there has been a substantial increase under Hindus and Native Christians. Under Muhammadans the increase is slight. It is very satisfactory to find that the artisan classes are fairly represented. The figures relating to vaccination are not encouraging. The fact that there were as many as 253 unprotected is by no means satisfactory.

Particulars relating to qualification of teachers show that out of a total of nearly 600 teachers in Middle and Primary schools, as many as 396 were uncertificated. Of the 896, all but 35 were in Primary schools. The absence of a Normal school for training teachers of the primary grade is no doubt the chief cause, and it is in

contemplation to organize a primary department in connection with the Teachers' College.

The Assistant Inspector refers to the light work of the Sub-Assistant under the re-organization scheme. The Director fully endorses what Dr. Bradshaw says as to the necessity there is for the Sub-Assistant visiting unaided schools for improvement more frequently than hitherto. He should also visit the private schools with a view to bring them under departmental influence.

The attendance of all the Colleges, except that of the Church of Scotland Mission College and that of the Doveton College, showed a slight increase. The college department of the S. P. G. College is very weak. It will not be expedient to continue it if the strength does not improve. The results of the F.A. examination of the Pachaiyappa's College and those of the Church of Scotland Mission were far from satisfactory. This unsatisfactory result is probably due to large classes.

The raising of the Church Mission Society's School, Chintadripettah, an unaided institution, to the High school standard has increased the number of High schools from 10 to 11. The total number of pupils advanced from 4,123 to 4,200. The following are the schools that show a marked decline in attendance:—Doveton Protestant High School, London Mission Institution, and the Black Town High School. Very unsatisfactory results were produced at the Matriculation examination by the Madrasa-i-Azam and the S. P. G. High School, Vepery.

The number of Middle schools, exclusive of schools for Europeans and Eurasians, advanced from 14 to 16, and the total strength from 2,778 to 2,929. Of the 16 schools, two are not under inspection. The general condition of some of the Second-grade Middle schools was not satisfactory. The figures relating to the numbers presented and passed for grant examinations should have been compared with those of the previous year. There are six Middle schools in Madras that are meant for Eurasians under the direct supervision of the Inspector. There was a serious falling off in the strength of St. Anthony's School, Pudupet, and the Roman Catholic School, New Town.

The number of public Primary schools advanced from 179 to 181, but the strength declined from 8,890 to 8,646. The fall in strength was only nominal, for there was an appreciable increase in the primary department of Middle schools. A very large number of schools were not examined for grant. It is hoped that this will not be the case in the current year. Special efforts should be made to bring the indigenous schools under departmental influence. The absence of Night schools in a town like Madras is an anomaly. These schools should be of special use to the large number of artisans and workmen.

As regards the sanitary condition of Middle and Primary schools, there is room for much improvement. The Director is glad to note that increased attention is being paid to physical education. He also endorses what the Inspector says as to the necessity there is for providing suitable books for general reading in Middle schools. Aid will be given for this object.

Owing to the failure of the Assistant Inspector to furnish full information as regards the standard examinations, which is after all the best test of the condition of primary education, it is not possible to compare the progress actually made during the year, but taking the other features of the report, there has been progress on the whole.—*Pro. No. 9939 of 18th November 1889.*

Free Church Mission High School, Conjeeveram.—The strength of the school increased from 94 to 97, but the Fifth class is poorly attended. The Mission had to bear during 1888-89 about 34 per cent. of the total cost of the institution. As the Telugu and the Sanskrit classes are very thinly attended, the Secretary's attention is drawn to the expediency of giving up Telugu teaching in the school and retaining the Tamil and the Sanskrit classes only. Suitable additions should be made to the library and the gymnasium should be enclosed at an early date. A taste for general reading should be cultivated in the students.

The results of last year's Matriculation and Middle School examination were fair. Generally satisfactory results were obtained also at inspection. The Headmaster, who is uncertificated, should be required to pass the L.T. Degree examination or qualify for an Ordinary certificate at an early date.

The Headmaster's explanation with regard to the irregularities noted by the Inspector in the fee register is satisfactory and is accepted. When alterations are made in any register, the necessity for such corrections should always be explained by means of foot-notes.—*Pro. No. 11471 of 24th December 1889.*

St. Thome Seminary, Mailapur.—The Director regrets to note that the majority of teachers employed in the school are still uncertificated. They should be required to qualify technically at an early date. It is desirable that some of them should be made to undergo a course of Normal training. The Inspector's remarks on page 7 of the report are endorsed.

The increase in the attendance, though slight, is noted with satisfaction. All the classes were represented in the school. From the tabular statement given on page 11 it is observed that the bulk of the children of the mendicant class were Eurasians and Native Christians who are probably orphans supported by the Mission. It is observed that the number of Muhammadan pupils has not increased.

The results of the Matriculation examination of December 1888 were decidedly poor. The percentage of passes secured at the Middle School examination was, however, creditable. The students of the higher classes should be encouraged to make use of the library. A register showing the number of books taken out for reference by the teachers and the students should be regularly maintained and produced at inspection.

The Director is glad to note that the income from fees covered a satisfactory proportion of the total cost of the institution during 1888-89.—*Pro. No. 10962 of 14th December 1889.*

EDUCATIONAL NOTIFICATIONS.

MIDDLE SCHOOL EXAMINATION, MAY 1890.

It is hereby notified that, to be admitted as pupils to the Middle School Examination to be held in May, it is necessary that candidates should have had their names on the rolls of their school or class in the month of January preceding the examination. They will be required, when sending in their applications, to declare their intention to continuing in school up to the time of examination, and will be expected to pay all school fees that may be due up to the end of the first term of the year.

Pupil candidates who withdraw from school after submission of their application without the permission of their Headmaster, or who fail to pay their school fees, will not be allowed to appear for the examination and will forfeit the fee they have paid for admission to it; but any pupil who leaves school with the permission of his Headmaster may be admitted to the examination as a *private candidate* on payment before the first of May of the difference between the fee for a pupil and the fee prescribed for 'others.'

(By order)
Office of Comr. for the U.C.S. Examinations, Madras, 3rd November 1889. **E. H. ELLIOT,**
Secretary.

UPPER SECONDARY EXAMINATION.

Under article 3 of Government Notification of the 20th June 1889, No. 47, the following Board of Examiners has been appointed to conduct the Upper Secondary Examination to be held in May 1890, 1891 and 1892:—

The Honorable James Grose, M.A., C.S., *Chairman.*
Dr. John Bradshaw, M.A., *Vice-Chairman.*
G. H. Stuart, Esq., M.A. *Secretary.*
J. B. Bilderbeck, Esq., M.A.
J. Adam, Esq., M.A.
E. Marsden, Esq., B.A.
Rev. George Milne Rae, M.A.
The Honorable C. Sankara Nayar, B.A., B.L.
M.R.Ry. P. Vijayaranga Mudaliar Avargal.
M.R.Ry. V. Krishnama Chariar Avargal.

Office of Comr. for the U.C.S. Examinations, Madras, 21st December 1889. **H. B. GRIGG,**
Commissioner.

Intending candidates for the Upper Secondary Examination are informed that, if they have already passed or hereafter pass in any subject of subjects of the Examinations in Science, Art and Industries included as optional branches in the

Notification of the 20th June 1889, prior to passing in the compulsory branches they will not be required to pass again in such subject or subjects to complete the qualifications necessary to be declared "passed candidates."

Office of the Director of Public Instruction,
Madras, 29th December 1889.

H. B. GRIGG,
Director of Public Instruction.

COLLEGE OF ENGINEERING, MADRAS.

COMPETITIVE EXAMINATION FOR ADMISSION TO THE ENGINEER CLASSES.

The following is a list of the successful candidates at the competitive examination for admission to the Civil and Mechanical Engineer Classes held on 2nd December 1889. The names are placed in order of merit:—

	Marks. Maximum 700.	Place of Residence.
1. O. S. Rama Aiyar	480	Ganapati Agraharam.
2. A. Srinivasa Aiyangar	460	Mayavaram.
3. K. S. Framji	451	Madras.
4. M. Venkatarama Aiyar	431	Tanjore.
5. V. Gopala Aiyar	424	Urttanad Chatram.
6. M. Krishna	412	Madras.
7. P. Ranganayakulu Nayudu	403	Rajahmundry.
8. V. S. Ramakrishna Aiyar	377	Trichinopoly.

These candidates will join the College on the last Monday in January 1890, unless appearing for the University Degree Examination, when they will present themselves on the first Monday in February. On joining they will comply with the College rules in regard to original certificates and deposits.

H. D. LOVE, Captain, R. E.,
Chepak, 26th December 1889. *Principal, College of Engineering Madras.*

NOTICE.

Candidates for the Special Middle School Examination, to be held in May 1890, are reminded that the latest date for the submission of applications is the 10th February 1890 as already notified.

The date that may be found printed at foot of the application form is not to be observed.

Office of the Commissioner for the }
U. C. S. Examinations }
Madras, 17th January 1890. **E. H. ELLIOT,**
Secretary.

GAZETTE NOTIFICATIONS.

Fort St. George, 7th January 1890.

No. 1.—Mr. G. H. Stuart, M.A., Acting Professor of English, Presidency College, to act as Principal, Presidency College, during the employment of Dr. D. Duncan on other duty, or until further orders.

No. 2.—M.R.Ry. S. Saththianadhan Avarga, M.A., LL.B., Assistant to the Director of Public Instruction, to act as Professor of Logic and Moral Philosophy during the employment of Dr. D. Duncan on other duty, or until further orders.

No. 3.—Mr. John Bradshaw, M.A., LL.D., Inspector of Schools, Central Circle, to act in the First Class, vice Dr. D. Duncan.

No. 4.—Mr. E. Marsden, B.A., Inspector of Schools, Western Circle, to act in the Third Class, vice Dr. John Bradshaw.

Fort St. George, 28th January 1890.

No. 7.—Mr. David Joseph, Second Assistant, Teachers' College, furlough for six months under article 371 of the Civil Service Regulations.

No. 8.—Mr. R. B. Michell is re-appointed Senior Professor of Law, Presidency College, until further orders.

No. 9.—M.R.Ry. C. Ramachandra Ran Sahib, B.L., Vakil, High Court, Madras, is appointed to be Junior Professor of Law until further orders.

No. 10.—Mr. Kenworthy Brown, Barrister-at-Law, to be Additional Junior Professor of Law until further orders.

No. 11.—M.R.Ry. C. Pattabhiramaier, B.A., B.L., Vakil, High Court, Madras, to be Assistant Professor of Law until further orders.

No. 12.—M.R.Ry. M. O. Parthasarathi Aiyangar, M.A., M.L., Advocate, High Court, Madras, to be Assistant Professor of Law until further orders.

No. 13.—Mr. C. T. Hensman, B.A., First Junior Assistant Professor, Presidency College, to act as Second Assistant, Teachers' College, during the absence of Mr. David Joseph, B.A., on furlough, or until further orders.

No. 14.—Miss J. Hunter, M.D., L.M.C.P. and S.E., to be Lecturer in Midwifery to the female students of the Madras Medical College, *sub. pro tem.*, during the absence of Miss Helen Bouchier on leave, or until further orders.

APPOINTMENTS, LEAVE, &c.

BY THE DIRECTOR OF PUBLIC INSTRUCTION.

The Director is pleased to grant, subject to her submitting the usual declaration, Miss S. Govindurajulu, Sub-Assistant Inspectress of Girls' Schools Second Range, privilege leave for two months with effect from the date of her relief, and to appoint Miss Alice Harris, Headmistress, Government Girls' School, Vellore, to act as Sub-Assistant Inspectress of Girls' Schools, Second Range, in the 2nd class, during the absence of Miss Govindurajulu on leave or until further orders.—*Pro. No. 10733 of 9th December 1889.*

The Director of Public Instruction is pleased to make the following appointments :—

G. S. Abboy Nayudu, Sub-Assistant Inspector of Schools, Cuddapah Range, to be Sub-Assistant Inspector of Girls' Schools, Fourth Range, *vice* S. Shanmukha Mudaliyar, but to continue to act in that range until further orders.

T. R. Srinivasa Aiyar, B.A., Second Assistant, Mangalore College, to act as Sub-Assistant Inspector of Girls' Schools, Fourth Range, during the absence of Abboy Nayudu on other duty or until further orders.—*Pro. No. 759-O of 6th January 1890.*

The Director of Public Instruction is pleased to make the following appointment :—

K. P. Guruswami Aiyar, B.A., First Assistant, Mangalore College, and Acting Second Lecturer, Rajahmundry College, to act as First Assistant, Calicut College, during the employment of Udayavar Krishnayya on other duty or until further orders.—*Pro. No. 722-O of 9th January 1890.*

The Director is pleased to grant M.R.Ry. T. R. Srinivasa Aiyar, B.A., Acting Sub-Assistant Inspector of Girls' Schools, Fourth Range, privilege leave for 29 days, with effect from the 20th instant, the date of the expected return to duty of M.R.Ry. S. Shanmukha Mudaliyar from his furlough, or from the date of his relief.—*Pro. No. 11048 of 17th December 1889.*

The Director is pleased to make the following appointments :—

M.R.Ry. K. Krishnamurthi Pantulu, Sub-Assistant Inspector of Schools, Ongole, and Acting Sub-Assistant Inspector of Schools, Narsapur, to be Sub-Assistant Inspector of Schools, Narsapur, *vice* M.R.Ry. K. Dakshanamurthi Sastri, deceased.

M.R.Ry. C. Kodandarama Nayudu, Sub-Assistant Inspector of Schools, Ellore, and Acting Sub-Assistant Inspector of Schools, Ongole, to be Sub-Assistant Inspector of Schools, Ongole, *vice* M.R.Ry. Krishnamurthi Pantulu, transferred.

M.R.Ry. S. Varamuniswami Aiyar, Acting Sub-Assistant Inspector of Schools Kurnool, to be Sub-Assistant Inspector of Schools, Ellore, *vice* M.R.Ry. C. Kodandarama Nayudu, transferred, and in the Probationary class, *vice* M.R.Ry. M. S. Kuppuswami Aiyar, promoted, but to continue to act at Kurnool.

M.R.Ry. T. Srinivasa Rau, Sub-Assistant Inspector of Schools, Salem, and Acting Sub-Assistant Inspector of Schools, Coimbatore and Nilgiris, to be Sub-Assistant Inspector of Schools, Coimbatore and Nilgiris, *vice* Mr. Lewis, transferred.

Mr. Y. Amirthanayagam Pillai, Sub-Assistant Inspector of Schools, Erode, and Acting Sub-Assistant Inspector of Schools, Salem, to be Sub-Assistant Inspector of Schools, Salem, *vice* M.R.Ry. T. Srinivasa Rau, transferred.

M.R.Ry. Ch. Subbarayudu, Acting Sub-Assistant Inspector of Schools, Bezvada Range, Probationary class, to be in the Third class, *vice* M.R.Ry. Dakshanamurthi Sastri, deceased.

M.R.Ry. M. V. Subrahmanya Aiyar, B.A., Head Clerk, office of the Assistant Inspector of Schools, Fourth Division, and Acting Sub-Assistant Inspector of Schools, Erode, to be *sub. pro tem.* Sub-Assistant Inspector of Schools, Erode, *vice* Mr. Y. Amirthanayagam Pillai, transferred, and in the Probationary class, *sub. pro tem.*, *vice* M.R.Ry. Ch. Subbarayudu, promoted.

M.R.Ry. M. Rangaswami Aiyangar, Acting Sub-Assistant Inspector of Girls' Schools, First Range, will act in the Probationary class on full pay under Art. 161 (ii) of the Civil Service Regulations during the employment of M.R.Ry. A. S. Subrahmanya Aiyar, on other duty.—*Pro. No. 225 of 14th January 1890.*

The Director is pleased to make the following appointments :—

M.R.Ry. R. Chakravarti Aiyangar B.A., Fourth and Acting Third Junior Assistant Professor, Presidency College, to be Third Junior Assistant Professor, *vice* M.R.Ry. R. Swaminatha Aiyar, who has left the Department.

Mr. D. A. Hobday, B.A., Fourth Assistant Lecturer, Rajahmundry College, and Acting Fourth Junior Assistant Professor, Presidency College, to be Fourth Junior Assistant Professor in the latter College, *vice* M.R.Ry. R. Chakravarti Aiyangar, promoted.

Mr. M. Venkataratnam, B.A., Fifth and Acting Third Assistant Lecturer, Rajahmundry College, to be Fourth Assistant Lecturer in that College, *vice* Mr. D. A. Hobday transferred, but to continue to act as Third Assistant Lecturer.

M.R.Ry. M. Kameswara Rau, B.A., Sub-Assistant Inspector of Girls' Schools, First Range, and Acting Fourth Assistant Lecturer, Rajahmundry College, to be Fifth Assistant Lecturer in that College, *vice* Mr. M. Venkataratnam promoted, but to continue to act as Fourth Assistant Lecturer.

M.R.Ry. A. S. Subrahmanya Aiyar, B.A. L.T., Fourth Assistant, Mangalore College, and Acting Sixth Assistant Lecturer, Rajahmundry College, to be Sub-Assistant Inspector of Girls' Schools, First Range, *vice* M. R. Ry. M. Kameswara Rau transferred, but to continue to act as Sixth Assistant Lecturer, Rajahmundry College.

M.R.Ry. R. Bhagavendra Rau, B.A., Trained, Acting Fourth Assistant, Mangalore College, to be Fourth Assistant in that College *vice* M. R. Ry. A. S. Subrahmanya Aiyar, transferred.—*Pro. No. 11,214 of 19th December 1889.*

The Acting Director is pleased to appoint Mr. J. W. Coombes, B.A., L.T., to be a probationary Assistant in the Teachers' College on a pay of Rs. 50 per mensem with effect from the 23rd instant, *vice* M.R.Ry. P. V. Rama Aiyar, B.A., who has left the College.—*Pro. No. 867 of 29th January 1890.*

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Madras

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MARCH 1890.

[No. 3.]

THE FIRST EXAMINATION IN ARTS, 1889.

Our readers will find an analysis by Centres of the results of this examination on page 72 of our February issue, and on page 130 of this issue an analysis by Colleges, drawn up from the complete list as it appears in the *Fort St. George Gazette*. We are right, we believe, in asserting that since the University instituted this examination the results have never been so unfavourable. There can be no doubt that the examiners show an increasing tendency towards severity, but we do not think this quite accounts for the utter and astounding failure of the great mass of the candidates in December last. If blame is to be fixed anywhere it must be on the examiners, or on the examinees, or on the examination, and after careful consideration we think that it is in a great measure attributable to the examination. Something is due no doubt to hard marking on the part of the examiners, not a little to the carelessness of candidates, but a great deal to the examination itself.

At this examination there are no fewer than *six* subjects in which candidates must secure a minimum to pass, namely, (1) English, (2) an Optional Language, (3) Mathematics, (4) Physiology, (5) Logic, and (6) History. In the Matriculation Examination there are only *four* subjects in which a candidate may fail, and in both Branches (the Language and Optional branch) of the B.A. Examination taken together only *four* subjects. The F.A. is undoubtedly the hardest

examination to pass in these days. A very large number of candidates fail to pass for want of 2 or 3 marks in one or other of these subjects. In many instances the candidates who are rejected are far superior to some of those who pass. We know of several candidates at the recent examination who secured very high marks in all subjects, but fell short by 2 or 3 marks in Mathematics. When we have examiners who imagine themselves great mathematical geniuses and think that the particular science they affect is the *summum bonum* of learning, is it wonderful if year after year a very large proportion of the failures are in this subject?

The best way to meet the difficulty and to avoid absolute cruelty being inflicted on thoroughly hardworking and deserving students is for the Syndicate to do what we have over and over again urged upon them, which is to appoint the Chairmen of the various Boards to be a Board of Moderators. When the pass lists are ready the Board of Moderators should meet and consider every case in which a candidate has come short by a few marks only in one subject. Failing the appointment of such a Board we most strongly urge a return to the old system by which a candidate, if short of the minimum by a few marks in one or more subjects, was nevertheless allowed to pass by showing superior excellence in other subjects. In other words, if he secured the required minimum on the whole, after the deduction of all marks gained by him in the subject or subjects in which he failed to secure the required minimum, he was allowed to pass. This rule worked well for several years and was suddenly changed without, as it seemed to us then and still seems, any particularly good and sound reason.

The tendency of the age is towards specialisation, and the University very properly encourages this in its B.A. and M.A. Examinations, but has not this fact helped to make the candidates for the F.A. Examination somewhat indifferent to certain branches of study? A student without a taste for Mathematics,—and really we are not all worshippers of the “hard-grained Muses of the cube and square,”—naturally says to himself that if he can manage to scrape through in Mathematics at the F.A. he will bid the subject good-bye for ever. In the old days, when Mathematics of a standard hardly, if at all, superior to that now required for the F.A. was required for the B.A. Examination, the F.A. student knew he could

not hope to obtain his Degree without again running the gauntlet of the Mathematical examiners. He consequently paid closer attention to the subject than he now does. Moreover the examiners at F.A., knowing that this was not the last occasion on which the great majority of the students would appear before them, were naturally inclined to be more lenient. We are only echoing the voice of many when we call upon the Syndicate, or, failing some prompt action on their part, upon the Senate to take the whole subject of the F.A. Examination into careful consideration, with a view to mitigate the evils that are caused by the wholesale plucking of candidates.

The amount of misery caused by the rejection of 83 per cent. of the candidates for the F.A. Examination of December 1889 is a thing not pleasant to contemplate, and we shall not rest content until we see some remedy applied by the only body competent to apply it, the Senate of the University.

THE DIFFUSION OF CHEAP AND WHOLESOME LITERATURE.

On Wednesday the 19th February a very influential meeting was held in the Senate House to listen to the Rev. James Johnston's proposals for the formation of a Society in this Presidency for the diffusion of cheap and wholesome literature with a view to counteracting the spread of the baneful trash with which the country is now being flooded.

The Hon'ble H. E. Stokes, C.S.I., took the chair. There were present the following gentlemen:—

The Hon. J. Grose, Mr. Justice Shephard, Dr. Bradshaw, Surgeon-General G. Bidie, C.I.E., Rai Bahadur S. Subramania Aiyar, Rai Bahadur S. Ramaswami Moodelliar, M.A., B.L., Dr. J. Murdoch, Dewan Bahadur R. Raghoonatha Rao, Rev. W. T. Sathianadhan, B.D., Mr. G. H. Stuart, M.A., Sir Charles Lawson, Mr. C. M. Barrow, M.A., Mr. J. Adam, M.A., Rai Bahadur P. Ranganadha Moodelliar, M.A., Hon. Mr. Justice Muthuswami Aiyar, Mr. V. Krishnama Charriar, Mr. S. Biligiri Aiyangar, Rev. J. T. Lawrence, M.A., Mohamed Nizamuddin Khan Bahadur, Colonel Underwood, Mr. P. Sankara Menon, B.A., B.L., Sir Savalai Ramasami Moodelliar, C.I.E.,

Mr. S. Sathianadhan, M.A., LL.B., Rev. G. M. Cobban, Dr. G. Oppert, Mr. M. Seshagiri Sastriar, M.A., Rev. M. Rae, M.A., Hon. Mir Humayoon Jah Bahadur, C.I.E., Raja T. Rama Row, B.A., B.L., Dr. W. H. Wilson, Rai Bahadur Hon. V. Bashyam Aiyangar, Dr. D. Duncan, Mr. B. Lavery, Mr. R. V. Srinivasa Aiyar, B.A., Mr. Higginbotham, Mr. Harry Ormerod, Mr. G. Subramania Aiyar, The Very Rev. Father Mayer, Rev. George Pittendrigh, M.A., Mr. S. Rungiah Chettyar, B.A., Mr. J. M. Velu Pillai, the Hon. Mr. Justice Best, and the Rev. R. M. Bauboo.

After a lengthy and interesting, though we are inclined to think not sufficiently explanatory, address, by the Rev. Mr. Johnston, the Hon'ble Mr. Justice Muthuswami Aiyar in a short but warmly appreciative speech moved the first resolution:—

"That in the opinion of this meeting it is expedient that a society be formed for the diffusion throughout Southern India of cheap and wholesome literature, both in English and the Vernacular."

The Honourable speaker said that the object which the Society proposed to be formed by the Rev. Mr. Johnston had in view must commend itself to everyone who took any interest in education.

Dr. Miller seconded the resolution which was carried unanimously.

Dr. Duncan moved the second resolution as follows:—"That a provisional Committee consisting of the following gentlemen, with power to add to their number, be appointed to consider the constitution, scope, and aims of the proposed society, and its relation to similar societies, established or about to be established in other parts of India."—The Hon. Sir Arthur Hammond Collins, Hon. Mr. H. E. Stokes, C.S.I., Raja Sir T. Madhava Rau, K.C.S.I., Archbishop Colgan, D.D., Rev. W. Miller, LL.D., C.I.E., Hon. J. Grose, Rai Bahadur P. Ragoonatha Moodelliar, Hon. Mr. Justice Muthuswami Aiyar, Hon. Mir Humayoon Jah Bahadur, Mr. H. B. Grigg, C.I.E., Sir Charles Lawson, Mr. V. Krishnanna Chariyar, Dr. Oppert, Rev. E. Sell, Sir Savalai Ramaswami Moodelliar, Muhammed Nizam-ud-din Khan Bahadur, Hon. Mr. Justice Shephard, Dr. Duncan, Venerable Archdeacon Browne, Hon. Mr. Justice Best, Mr. Higginbotham, Rev. G. Milne Rae, Dr. Bradshaw, Raja T. Rama Row,

Rai Bahadur Hon. V. Bashyam Aiyangar, Mr. J. Adam, Rev. G. M. Cobban, Col. Underwood, Dewan Bahadur R. Ragoonatha Row, Right Rev. Henry José Reed da Silva, D.D.; Mr. E. H. Elliot, Hon. S. Sankaran Nayar, Rev. Dr. Murdoch, Mr. S. Subrahmanya Aiyar, Mr. C. M. Barrow, Rev. J. T. Lawrence, Mr. Rungiah Chettyar, Mr. Velu Pillai, and the Rev. Mr. Sathianadhan.

This resolution was seconded by the Hon'ble Mir Humayun Jah Bahadur and carried unanimously.

We regret to notice that our daily contemporaries, the *Madras Mail* and the *Madras Times* are not at one as to the necessity that exists for the formation of such a society. The *Mail* for some reason which we cannot quite fathom, is opposing the movement. It has, we think, misapprehended the matter.

The problem is a difficult one, and it is quite permissible to hold views not consonant with the wishes and views of Mr. Johnston and his friends, but there can be no doubt that cheap and vile literature is being widely disseminated in this country and the only way to check the evil is by flooding the country with cheap and wholesome literature. If there are, as doubtless there are, difficulties in the way of doing this, they must be boldly met and overcome. Some one must pioneer the way and from what we know of the Rev. Mr. Johnston, we think that he is as fit a man as can be found for the work. Meanwhile, let our daily contemporaries continue the discussion and stir up the people of Southern India on the subject.

We have no space this month for a discussion of the subject in our own pages, but we may say that we are in hearty sympathy with the views of Mr. Johnston, and shall do all in our power to help the proposed society.

THE EDUCATION OF THE WOMEN OF INDIA.

Dr. Emma Brainard Ryder of Bombay, an American lady, writes a very forcible letter in the *Temperance and Social Purity Advocate* of December last on the Education of the women of India, in which she makes some sensible and practical remarks, but, like the majority of writers of the kind, betrays a good deal of ignorance about the social condition, habits, etc., of the people whom she wishes to reform. We can make room only for a brief *resumé* of what is contained in her letter. Writing about the education that needs to be given to the women of

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India she states that neither the teaching them the Christian religion nor adding to it a superficial knowledge of the English language will raise their self-respect to any very high level. She goes on to say that the education that is at present given to women in India does not make them self-reliant and enable them to earn an independent living for themselves. She proposes, therefore, the introduction all over the land of kindergartens where Froebel's system of mind development may be thoroughly taught, and whence the pupils may be drafted into schools, where technical instruction is the basis of all education and where the pupil may be taught thoroughly and honestly to do something. Dr. Emma Ryder cites the example of the inmates of the Roman Catholic Foundling Asylum at Hongkong where, it is said, the girls are taught to do house-work—cleaning, cooking and fine laundry work in thorough English fashion, to sew and to do elaborate silk embroidery, those that shew the necessary talent being taught music and painting. She also thinks that technical education should be made compulsory in every girls' school and that by making women self-reliant a fatal blow will have been given to the human slavery now prevailing in the Hindu house. She further remarks that the time has come when the united voice of all should be directed towards a revision of the code of laws which permits a father to sell his daughter to the highest bidder in the matrimonial market. She concludes by stating that the people are so bound down by tradition and superstition that nothing short of a legal enactment will set them free from their dead past and allow them to join the onward march of civilisation.

We are glad that Dr. Ryder realises the truth, which is generally lost sight of, that neither Christ's religion nor the English language will by itself raise any nation in the social scale. The fact is, the greatness of a nation depends on the spirit which influences the larger number of its people—the spirit of self-denial, simplicity, religiousness and candour. In the constitution of Hindu Society, as it is at present, much of this is wanting, although in the old constitution it was the presence of this that contributed to its permanence and supported it for centuries against foreign attacks. A reform that would be permanent must first set this right, for it is useless building without a foundation. It should notice these weak points in modern society and try to remove them by improving on what is, without disturbing the harmony of the rest. In short the reform should be a work of reconstruction harmonising with what is already and not prove a revolution, a total change, by supplanting what is, by the new and untried. If reformers bear this in mind and set before the people high ideals of what constitutes a nation by precept and

example, society will soon grow and rise in the social scale. It is a reform of this kind that is needed to raise not only man, but also woman, and particularly the Hindu woman who has now sunk so low in society.

Speaking of the education that is at present imparted to Hindu girls, Dr. Ryder ridicules the idea of an education that cannot enable the possessor to earn a decent and independent living. We think this a misapprehension of the function of woman not only in the Hindu home, but in every other home. A woman must be the help-meat of a man, and should, while looking after his comforts, &c., at home, be ready with her solace and advice in his difficulties. Education must be directed to broaden and ennoble her mind, thereby rendering her all the more fit to help her husband in all the good he may be undertaking, intellectual, social or moral. When, however, the power to earn money flows as a consequence of education we may so far welcome it, but to regard what may be desirable, may even necessary in certain cases, as the test of all good education is a position which we cannot reconcile ourselves to.

In stating how education may be made truly such, as Dr. Ryder understands it, or rather seems to understand it, she proposes that technical instruction be imparted to girls, and that they be taught kindergarten on Froebel's method. We welcome the proposal, but for different reasons from those urged by the writer. We welcome it, not as being likely to secure for girls an independent living, but as enabling them all the better to bring up their children and cultivate their mind with what is good and useful.

When Dr. Ryder thinks that Hindu women may be trained in such things as cookery, needlework and the like, we think her zeal in the cause of her own sex carries her beyond what a knowledge of their requirements would suggest as being good. The English methods of life are entirely different from those of the Hindu methods, and to introduce the refinements of the English kitchen into the simple Hindu home would only upset the latter all the more completely. We do not, however, wish to be understood as arguing against the teaching to Hindu girls useful lessons on cleanliness and other sanitary principles. Not so, however, with sewing. We think that they require to be taught this and to be taught it well too. The teaching it will add considerably to the comfort of the home. But even here we should regard with some apprehension the teaching of such things as elaborate embroidery. This latter art may do well for certain girls of the wealthier classes, but not for others who form the majority.

As to slavery prevailing in the Hindu home we think there is much shooting in the air. A careful study of the position of woman in Hindu

homes reveals that she is not denied the liberty we wish to give her. She is allowed this in many cases. In the lowest classes the woman is more free than the man; in the next higher or the middle classes she has certainly liberty though not license. The remark, however, is true in a sense, and in a sense only, of the highest classes, which fortunately are few. Even there it is not liberty that is absent, but light. In many cases a false sense of dignity gives colour to the ignorance that prevails. Let the refreshing influence of education be allowed to work in the Hindu house and we shall soon find that the Hindu woman is not denied the liberty so much desired.

With respect to the charge of Hindu parents selling their daughters in the matrimonial market we can only say that it is much exaggerated. In many, nay the majority of cases, the prudent father exercises a more judicious choice than the girl could possibly have done, even if she had been of a maturer age. We would, however, welcome a change in the custom as it prevails now, but should prefer it to come from the people themselves than from Government, which would only make matters worse by legislating upon a delicate question like this. We cannot therefore, agree with Dr. Ryder in thinking that nothing short of a law will free people from tradition and superstition. We have greater confidence in social education bringing about the change required than in the strait and necessarily narrow machinery of a foreign law. We can on the whole recommend Dr. Ryder's letter as forcibly expressing, though with mistakes natural enough, what an earnest reformer thinks of a people with whom she sympathises.

NEWS AND NOTES.

LOCAL AND INDIAN.

The Annual Convocation of the Madras University will be held on the 20th instant.

The thirty-fifth Anniversary of the Doveton Protestant College will take place on the 18th instant.

The Governor has, on the recommendation of the Director of Public Instruction, sanctioned the raising of the Tellicherry High School to the standard of a second Grade College.

Between five and six thousand candidates have registered their names for the Middle School Examination to be held on the 5th May next and two following days.

In the analysis of the results of the Higher Examination for Women given on page 74 of our last month's issue to the number that passed from the S. P. G. Training School, Puthur, Trichinopoly, the Rev. Mr. Wyatt points out that *one* in the *first* class should be added.

The Government has sanctioned the proposal of the Director to provide free quarters at Saidapet for the Principal of the Teachers' College, as also his recommendation for the appointment of a Vice-Principal.

The published portion of *Marmion* in the Matriculation Text for 1890 contains 597 lines in excess of the portion prescribed by the Syndicate. The portion to be read begins at line 598, 'But why stands Scotland, &c.'

The hours of attendance at the Law Class, Presidency College, have been increased from three to four hours a week. Under the new system, each student will be required to attend two lectures and two classes.

The following candidates have been declared to have passed the B.C.E. Degree Examination held in January 1890:—

Second Class:—P. A. Vencatarama Aiyar.

Third Class:—V. T. Srinivasa Aiyar, V. Rangaswami and C. Kanakasabayan Pillai.

We learn that only 145 candidates have registered their names for the Upper Secondary Examination to be held in May next. No fewer than 58 of these come from Madras. Tirnevelly stands second sending up 25, and Tellicherry third sending up 18.

The following candidates have passed the M.A. Degree Examination held in January 1890:—

Branch II A.—(Physics)—Third class—Aiyasawmi, P.

Branch IV.—(Philosophy)—Third class—Ahmed Hussain Sahib.

Branch VI.—(English)—Third class—Ramanathan, K. B.

We regret to record the death at Tanjore, on 6th January, of Saidapet Pachai Shanmuga Mudaliar, late Sub-Assistant Inspector of Girls' Schools, Trichinopoly. He served the Educational Department for thirty years and was formerly the Headmaster of the Government School, Anantapur. He leaves behind him a widow and ten children.

The *Fort St. George Gazette* notifies that Mudur Krishnaswamy Iyengar, a F.A. candidate who appeared at the Guntur centre, and the following candidates for Matriculation, viz., Tangavelu, Kamayya, R. K. Pothi, who appeared at the Trivandrum centre, are debarred from again appearing for the said examinations until December 1892, having been found guilty of offences against the University.

* *

The Doveton Girls' School was started as a fully developed High School in January 1888. It sent up one girl in 1888 who passed creditably. For the examination of 1889 three girls, Miss Christine Subramanian, Miss Emma Bailey, and Miss Maude Karney, were sent up, all of whom passed in the first class, being the only girls so placed. They took the 49th, 61st and 144th places respectively. Such results reflect the very greatest credit on Miss Keely and the other teachers as well as on the girls themselves. We learn that two of the girls are now reading in the Doveton College F.A. class, with another girl who passed Matriculation from a private class.

* *

The following table shows, approximately, the number that passed in the I, II, and III classes at the Middle School Examination held in December 1889.

	No. Registered.	Number passed.				In single subjects.	Percentage.
		I	II	III	Total.		
Male Pupils...	7685	246	1540	732	2518	—	32.07
Female Candidates...	441	117	65	12	194	3	43.9

* *

The Registrar of the University has just issued the following circular to the Chairmen and Members of the Boards of Studies :—

"Complaints having frequently arisen that the text-books prescribed for the various University examinations are not to be procured, and, in some cases, are out of print, the Syndicate, who, in this matter, usually accept the recommendations of the Boards of Studies, have thought it desirable to pass the following resolution :—

Resolved that Chairmen and Members of Boards of Studies be instructed, in recommending text-books, particularly text-books in the vernacular languages, for the University examinations, to satisfy themselves that the books they recommend are not out of print or difficult to procure."

* *

The Acting Director of Public Instruction notifies in the *Fort St. George Gazette* of 25th February 1890 that sixteen scholarships of the value of Rs. 15 each, or Rs. 20 each in the case of women whose parents do not permanently reside in the district in which the College in which they are to study is situated, will be awarded on the results of the First Examination in Arts held in December every year, preference being given to the claims of female candidates. A further number of twelve scholarships, exclusively for women, of the value of Rs. 10 each, or Rs. 15 in the case of women whose parents do not permanently reside in the district they intend studying will be awarded on the results of the Matriculation Examination held in December of each year. The Acting Director also notifies that thirty scholarships tenable for three years (1st year Rs. 2, 2nd year Rs. 2½, 3rd year Rs. 3, *per mensem*) will be awarded on the results of the Primary Examination in each year to enable female students to pursue their studies for the Lower Secondary Examination, the scholarships being given preferentially to Hindu and Muhammadan students.

* *

At the Annual Convocation of the Calcutta University held on Saturday the 18th January the Viceroy, as Chancellor, opened the proceedings by congratulating the newly appointed Vice-Chancellor on his accession to office. He then referred to the present composition of the list of Fellows. Considering that a Fellowship of the University is not only a high honor, but also an important trust, no precaution should be neglected to secure that the Senate is constituted in the best possible manner. He was not quite sure that it was so at present. The list contained names of gentlemen who have position and character, but who, from various causes, are not likely to take an active part in the administration of the affairs of the University. Hitherto a considerable number of Fellowships were bestowed, not upon the ground that the persons receiving them were likely to take a part in active administration, or because they had specially connected themselves with education, but as a mark of distinction and compliment, in the same way as honorary degrees were bestowed in British Universities. The list was therefore needlessly large, since not more than 20 or 30 members attended, even when questions of special interest were being discussed. It would, therefore, be desirable to effect a gradual diminution in the number of Fellowships. The Chancellor also said that it had occurred to him that he might ask the University itself to select certain names for submission to him for final nomination. It must under the terms of the Statute, rest with the Chancellor, but speaking for himself, it would be agreeable to him to receive the assistance of the University in the manner described.

LITERARY AND GENERAL.

Miss Charlotte Yonge is said to be writing her 101st book.

Two-thirds of the University students of Austria are Jews.

The subject of spelling reform is occupying a great deal of attention in France.

Sweden last year appropriated 86,723 kron, or £4,698, for the 1,167 stöjd schools in that country.

Professor Edgeworth is devoting his attention to the statistical aspect of the certainty, or uncertainty of examinations.

The Rev. James Robertson will resign the Headmastership of Haileybury College at Easter.

Much attention is being paid in Prussia to the subject of the instruction of girls in household duties.

"Give a list of books bearing on your profession which you own and which you have read," is a wise suggestion in some schoolboard examinations of candidates, says the *New England Journal of Education*.

The University of Oxford is about to bring out a series of volumes entitled "Rulers of India", and the Delegates of the Clarendon Press have appointed Sir William Hunter, the well known Historian of India, to be the Editor.

The National Library in Paris, the largest in the world, contains a Chinese chart of the heavens made about 600 years before Christ. In this chart, 1,460 stars are found to be correctly inserted, as corroborated by the scientists of the present day.

In an article on "Moral Instruction" by Dr. Felix Adler of New York, he says that we should make the most extensive use of biographies, and in biographies a searching analysis of motives should be the principal aim of the teacher.

The Swedish system of drill known as Ling's system does not consist of elaborate marching; on the contrary, it discards every form of figure-marching, maze, &c., relying solely on a series of good plain marches, each with a distinct and special physiological purpose in view.

Dr. J. W. Rolfe of Cambridge, America, will take charge of a department in *The Critic* (an American Review) to be called 'Shakesperiana.' Dr. Rolfe will edit the Shakesperian department of no other periodical while conducting that of *The Critic*.

It is sometimes said that a person can do but one thing at a time. If this were strictly true, it would be impossible to teach. In fact the teacher must do several things at once, and do them all well. It is largely this ability that marks the "born teacher."

Professor Croom Robertson has been writing to the London *Spectator* to say that the standard of the London University degrees is absurdly low and has been falling of late years. He is of opinion that the standard for M.A. in classics is hardly higher than a third class in the Cambridge Classical Tripos.

The starting point of Froebel's system, that children should be educated through play is no new idea. Plato makes mention of this principle more than two thousand years ago, and the kindergarten itself was foreshadowed by Comenius. Then came Rousseau and Pestalozzi with their watchwords of "self activity" and the "education of the senses."

Dr. L. R. Klemm, speaking of Berlin in his work on "European Schools," says that the teachers there maintain a daily paper of their own, several weeklies and support with literary contributions many professional journals outside. They stubbornly defend their professional interests and support their demands by numerical strength and claim respect by their talents.

"To what educational periodicals are you a regular subscriber?" is now one of the standard questions asked of teachers in American schools and by at least one Inspector of Schools in the Madras Presidency. Every man is, as Bacon says, 'a debtor to his profession', and the teacher who takes so little interest in his as not to read an educational periodical is not worthy of the name.

The following is the reply of the *Editor of the Popular Educator, Boston*, to a question by a teacher as to what should be done to break the habit he finds in his children of guessing the answers to questions before they have left his lips, until somebody hits upon the right one. "Stop indiscriminate answers by insisting that only the pupils called upon shall recite. Then approve thoughtful answers and condemn the guesses. Work slowly until the children think with you. In every

exercise strive to hold the full attention of the class. Teach the children, to listen, and you will have gone far in teaching them how to think."

The following answers, says the *London Journal of Education*, came from a scholarship examination for boys from elementary schools, ago about twelve:—

Q.—Show that no map can represent with perfect accuracy the outline of any country, and the relative positions of places.

A.—"1. Maps are taken in balloons, and no one can get high enough to see the whole country, and even if they were nearer they could not draw it to scale, because the air is so rarified. 2. The eye is not exact, but approximate accuracy is obtained by the magnetic needle. 3. When you are drawing a map, you cannot help shaking your hand. 4. A map is square, whereas the outline of a country may be an isosceles triangle or a polypus."

Says the *New York School Journal*:—"The most formidable obstruction in the way of the coming school is our habit of placing young inexperienced teachers in charge of primary classes, where breadth of thought, definiteness of plan, and skill in execution, are infinitely more needed than in the subsequent work.... To continue to place the weakest teachers where the strongest are needed is the greatest pedagogical error of the day." We are certainly of opinion that education given in this country would be more beneficial if care were taken that the right kind of teachers are employed in the primary schools. Any person with a smattering of knowledge is thought fit to be a teacher of a primary class. This is a fatal error.

The Head Master of Clifton College enumerates the following as some of the defects in the education of girls: (1) There is at present too much of over-teaching and consequently a disgust is aroused with learning and literature. We must remember that "hammering is not teaching." (2) Girls are taken away from school too early. The most valuable years which leave the deepest marks in character and intellect are those from 16 to 18. (3) There should be first-rate buildings for educational purposes. (4) The tutor system must be encouraged in girls' schools. (5) The intellectual side of education is overestimated, and overpressed and the natural, human, domestic and family elements in it are undervalued. (6) There is the lack of ideal, of nobility of life, and perfection. By self respect and self-discipline, by healthy life, early hours, open air, natural exercise, the joyous and free use of all powers, by dancing and playing games, by refusal to give way to unhealthy and disfiguring fashions, and, above all, by an aspiration after grace and perfection, we can remedy this national defect in our ideals for girls.

REVIEWS AND NOTICES OF BOOKS.

- I. READINGS IN POETRY, for the use of Schools, Edited by Cecil M. Barrow M.A. (Oxon), Principal, Doveton College; Fellow of the University of Madras, &c. Madras: V. Kalyanaram Iyer, 1889.
- II. READINGS IN PROSE, for the use of Schools; Madras and Trichinopoly, Tawker Sadananda & Co. 1890. By the same Editor.

We extract the following notice of Mr. Barrow's *Readings in Poetry and Prose*, from the 'Madras Mail' of 26th February. For obvious reasons we could not review these books in our own pages. It is the Editor's intention in future editions to give a few notes on real difficulties and to otherwise improve the books. If our readers will turn to the extracts from letters given on page 8 of our advertisements, they will see that educationists are unanimous in thinking the poetical selections *very good*.

The price of each book is one rupee in full cloth with gilt lettering, but *twelve annas* only in strong boards for ordinary school use.

"The Principal of the Doveton College, in the two twin volumes noted below, has published a goodly selection of prose and poetry readings from English authors for the use of all school classes from those of a Middle School to the highest or Upper Secondary Class of a High School. Each volume is neatly and strongly bound, and of a very handy size, containing some 300 pages of matter printed in the large bold type beloved of school boys. One rupee is the moderate price asked for each volume. As regards the *Readings in Poetry* the eighty-three selections made are, considering the youthful age of the readers for whom they are intended, fairly good, ranging from the little known poem of 'The True Gentleman' by Bandinel, to the famous 'Trial Scene' from the 'Merchant of Venice.' Mr. Barrow remarks in his preface that he has tried to avoid the puerile on the one hand and the obscure on the other, and also to select pieces which may instil into the mind of youth a reverence for God, a love of Nature, of home life, of labour, of one's country, of freedom, and of England and England's Queen. As an introduction to English poetical literature this book should be eminently useful. We should have preferred to see a few explanatory notes appended to some of the pieces, especially those like the 'Loss of the Royal George' and 'Boadicea' the meaning of which is probably less apparent to Indian than to English

schoolboys, while even the latter would require some elucidation of a poem like Spencer's 'Beth Gelert.' The peculiar dialect of the admirable poem 'The Cotter's Saturday Night' renders it unsuitable for reading in Indian schools except in the highest classes. Poems like Leigh Hunt's 'Abou Ben Adhem and the Angel' and Macaulay's 'Ivry' that are intelligible to the smallest school-boy, be he Indian or English, are to be found in great numbers in the pages of our English anthology, so that poems in peculiar dialects might well be left alone. The *Readings in Prose*, of which there are fifty-two, have been more judiciously selected and contain such widely different styles of English prose as Carlyle's 'Letter to an Enquiring Student,' Sydney Smith's short essay 'On Study,' a selection from 'Tom Brown's School Days' and Hume's description of 'The Spanish Armada.' The Chapter on 'Barn Building' from that priceless book 'From Log Cabin to White House,' is not perhaps the best that could have been selected, but where all is good, this does not matter much. We venture to say that if these volumes of poetry and prose are not merely read, but marked, learned, and inwardly digested by the pupils for whom they are intended, they will do more to further the cause of true moral and intellectual education than any amount of grammar and mathematics."

THE PLAYS OF SHAKESPEARE: FALCON SERIES.

I. *TWELFTH NIGHT OR WHAT YOU WILL*, edited by H. HOWARD CRAWLEY. Rivingtons, London, 1889. Price 1s. 6d.

II. *HENRY IV, PART I*, edited by O. ELTON, late Scholar of Corpus Christi College, Oxford. Rivingtons, London, 1889. Price 1s. 6d.

Nine plays of Shakespeare have now been published in this series, and other plays are to follow. The price of the plays already published is one shilling and six pence each. Although this series is not, like that of Messrs. Macmillan and Co., intended solely or even mainly for Indian students, yet we are glad to be able to state that the two plays mentioned above will be found really useful by the students of this country. The Introductions and Notes are by competent scholars; and the Notes are directly to the point, and remarkable for judicious conciseness. A useful Glossary of all the difficult words of the play is to be found at the end of each volume. The Introductions are thoughtful and scholarly, contain some valuable original hints, and display an interesting freshness in their treatment of worn-out subjects; we are glad to be able heartily to recommend these two little volumes.

FULL NOTES ON THE ENGLISH TEXT—POETRY AND PROSE, by GEO. MADDOX, B.A., Professor of Logic and History and Assistant Professor of English and Classics, Doveton Protestant College, Madras, Davie and Co., Publishers, High Road, Vepery. Copyright Registered. Price One Rupee, Postage annas 2 extra.

This book of Notes and Paraphrases does credit to the indefatigable writer and editor. We have looked into the Notes with considerable care and have no hesitation in recommending them to students as the best procurable. Mr. Maddox has had about eight years' experience as an annotator of the Matriculation texts and he shows in his Notes that he is thoroughly well up in all points likely to be found obscure by native students. The book is a pleasure to read owing to the excellent way it is printed and the accurate proof correcting it has undergone. We have met with very little indeed to which exception can fairly be taken.

1. *SIR PHILIP SIDNEY. THE DEFENCE OF POESIE*. With Introduction, Notes and Index, for the use of Indian Students, by M. T. QUINN, M.A. (London), Professor of English Literature, and Comparative Philology, Pachaiyappa's College, Madras, &c., Madras: Srinivasa Varadachari and Co, 1890. All rights reserved.

2. *AN APOLOGY FOR POETRY*, by SIR PHILIP SIDNEY, with Introduction, Notes and Glossary, by W. F. BOWER, B.A. Madras: V. Kalyanarama Iyer, 1890.

1. Mr. M. T. Quinn, whose annotated editions of English and Greek books we have from time to time noticed favourably in our pages, has just issued a very handy edition of the *Defence of Poesie*. B.A. Students will find in Mr. Quinn's edition all the help they ought really to need. On the various classical allusions Mr. Quinn is sound and thoroughly trustworthy.

2. Mr. Bower's edition of the *Defence of Poesie*, or, as he has chosen to style it, *An Apologie for Poetry*, is a very elaborate affair. There are 55 pp. of Introduction, 74 pp. of Notes, and an extensive Glossary, not to mention the Preface. The book has only just been put into our hands, so we must content ourselves with saying that before writing a review of it we must study it. The notes seem good, but they are overburdened with 'various readings.' If we were students we should be inclined to fight shy of such an accumulation of learning as is to be found in the edition of Mr. Bower. However, we purpose noticing it at length in a future issue of the *Journal*.

AN AID TO THE STUDY OF ALGEBRA, by S. N. KOVARI, B.A., Bombay:
Mrs. Radhabai Atmaram Sagoon. Price Rs. 3.

This book is really what it professes to be, an aid to the study of Algebra. It is intended to serve as a companion to either Todhunter's Algebra for Schools and Colleges, or Hall and Knight's Higher Algebra. Most of the difficulties that students are likely to meet with in the study of Algebra are explained with care and precision. In fact it gives the pupil a part of the instruction that a good teacher and only a good teacher can give him.

A HELP TO THE THOROUGH UNDERSTANDING OF THE TAMIL POETICAL ANTHOLOGY No. II, by MOSUR VENKATASWAMI AIYAR, Senior Tamil Teacher, Docton College. Madras: Higginbotham and Co.,

This is a well-printed and well-bound little volume, really cheap for its size and binding, being priced at six annas only. The book contains the portions prescribed for the Middle School Examination in Tamil Poetry, with notes and explanations. The explanations are generally accurate and lucid and the grammatical notes interesting. The editor seems a good Tamil Scholar and his notes are on the model of the notes in annotated editions of English Text Books. Distinctions between similar words, different uses of the same word, illustrative sentences, the expansion of metaphors into similes interspersed throughout the book make it useful and interesting. The language is generally speaking simple.

TABLE AND FORMULA BOOK. By the Rev. ISAAC WARREN, M.A., Ex. Scholar, Trin. Coll. Dublin. London: Longmans, Green and Co., 1889.

It would be hard to name the class of people to whom this small but immensely comprehensive book would not be useful—Schoolboy, Teacher, Mathematician, Engineer, Electrician, Agriculturist, Contractor, Merchant, and even Clergyman will one and all find much useful matter that is not easily found elsewhere. We think we might venture to recommend the Government, now that it is about to settle a uniform system of weights and measures for India, to give some attention to the pages devoted to the Metric system, and be convinced, by the very fewness of the pages necessary to fully explain its whole details, what a boon such a system would be to this country, and what months of studious drudgery might be saved the overburdened schoolboy; months which might so usefully be employed in other ways. The book has been compiled with infinite care, yet errors have crept in, for instance Michaelmas and the commencement of the Autumn Season are stated to fall on the 23rd September instead of the 29th and 22nd of September respectively. These are however, mere spots in the sun. We heartily recommend the book.

We beg to acknowledge the receipt of the following Magazines:—

The Student's Friend for December 1889, The Bombay Educational Record for January 1890, The Church Missionary Gleaner for January 1890, The Punjab Magazine for January 1890, New England Journals of Education for January 1890, The New York Teacher for January 1890, India's Young Folks for February 1890, The Madras Christian College Magazine for February 1890, Progress for February 1890, The London Journal of Education for February 1890, The London Educational Times for February 1890, The Boys Own Magazine for February 1890.

CORRESPONDENCE.

To the Editor of the "Journal of Education."

AS PLAIN AS A PIKE STAFF.

SIR,—Can you or any of your readers inform me as to the origin of the phrase "as plain as a pike staff" and give me the earliest instance of its use? Does the word 'plain' mean *unornamented* or *conspicuous*?

G.

INDIAN CIVIL SERVICE EXAMINATION.

SIR,—I desire to know whether a Matriculate of the Madras University can appear for the competitive examination for admission to the Indian Civil Service without undergoing any special recognised training, and also, if he possesses a certificate of having passed in Latin from some well known Classical Professor, whether he will be reckoned on a footing of equality with a Matriculate of an English University so far as Matriculation is concerned. I shall be highly obliged if you will kindly enlighten me on the above subject and also as to whom I should address myself for further particulars about the Examination.

T. D. THOMAS.

[(1) A Matriculate or non-Matriculate of the Madras or any other of our Universities may appear for the Indian Civil Service, without undergoing any special recognized training but the chances of his success are very small indeed.

(2) The London University recognises no certificates except its own. Every one to be admitted to its privileges must pass its Matriculation Examination which used to be held in Madras and the other Presidential towns. The examination of January of the present year was the last examination held in Madras. Should the Educational authorities of India desire at any time to have it held at any centre, in India, the Senate of the London University will arrange to hold it there, provided applications from candidates desiring to appear for the examination are submitted to Government, and the Government make the necessary application to the Senate in order that arrangements may be made for holding the examination. For further particulars refer to App. F, pages lxxv—lxxvii. of the Madras Educational Calendar and Directory.—Ed., J. of E.]

MATRICULATION NOTES.

Sir,—At the end of last year I was examining one of my Matriculation Classes and asked the construction of *each* in

They chained us each to a column stone,

and I was told it was the nominative absolute. On my expressing my surprise at this, I was referred to Mr. Sheppard's note, which is as follows:—

"48. *Each*—adjective to "us," or pronoun in the nominative case "absolute. 'They chained us, each being chained to a column stone.' *Column stone*, stone forming a column or pillar. The expression "means that each pillar consisted of one block of stone cut into shape.—"was what is called a monolith."

And on line 51—"We could not see each other's face"—he has the following:—

"51. *Each other's* should strictly be one another's. The construction of each and face may be seen by writing the sentence thus: We "could not see, each not seeing the other's face. See M. M. E., 346."

Now it seems to me as clear as possible, and in fact perfectly plain to any one who knows Latin, not to say English grammar, that *each* always agrees in case with the word it should be taken with. Thus each man was chained,"—nom. agreeing with *man*; "They chained each man,"—obj. agreeing with *man*. And in line 48 *each* is the objective in agreement with *us*, and in line 51 it is in the same case as *other's*. In Mr. Sheppard's explanation he not only parses *each* wrongly, but actually frames another sentence in each case. It is no help to the correct parsing of a word, to parse it in a different construction.

As regards *column stone*, "the expression" does not necessarily "mean that each pillar consisted of one block of stone."

Mr. Sheppard's note on "ear-erecting steed," in Cowper's *Task*, is "when a horse wants to go fast it erects or sticks up its ears." What is meant by "a horse wanting to go fast" is not quite clear, but there are many other causes of its "ear-erecting" acts, *e.g.*, on hearing a sound, hence the phrase to "prick up one's ears," meaning to listen.

On the whole it would be well for students if annotators were to write less, and if "complete text books" were less bulky and had not such "full notes."

MAUISTER.

62

DR. BRADSHAW'S *Anthology*.

Sir,—I must request you to allow me a few words in reference to Dr. Bradshaw's letter in your issue of February. They shall be very few as I gave a full answer in your contemporary "*The Madras Times*", into which the letter was copied.

Dr. Bradshaw's first gravamen is that I and others have paid no regard to an advertisement that he issued in March 1889, in which he made certain statements as to the English Board of Studies of the University. I can only say I have received no communication from the Board of Studies on the subject, and it will be quite time to discuss the propriety of the Board's suggested action, when I do hear from them; an event that I consider extremely improbable.

Dr. Bradshaw next introduces, I cannot tell why, a statement about my being mistaken in stating that the publication was made with his "kind concurrence". The facts are these. I applied to Dr. Bradshaw to annotate the selections from his *Anthology*. He replied that he had no time to do so, but added that he had no objection at all to my reprinting them, as, in fact, he had sold the whole edition, and consequently could not suffer pecuniarily in any way. On seeing a *proof* of my advertisement containing the usual complimentary reference to the compiler, he wrote to ask its deletion on the grounds (1) that I was mistaken, (2) that his agreement with his bookseller prevented him giving permission (*sic*). Meanwhile the advertisements had been struck off, but Dr. Bradshaw himself admits that I did all in my power to obviate any misapprehension that might have arisen from his own change of mind.

As to Dr. Bradshaw's exposition of his very remarkable attempt to secure a copyright for himself in the writings of Milton, Dryden, &c., and the curiously distorted views of business and free trade contained therein, I shall say nothing here. They require exposure before the *profanum vulgus* but are too transparently paradoxical not to be seen through by the readers of a Journal of Education. I shall also, following Dr. Bradshaw's example, make no remark upon his peculiar ideas as to the supposed duties of a Fellow of the University and my supposed breach of them. I, like Dr. Bradshaw, have no time for a purely academic discussion of that nature.

26th February 1890.

JOHN ADAM.

[As the *Journal* appears only once a month we think it undesirable that this discussion should continue. We therefore showed the above letter, when in type, to Dr. Bradshaw so that he might reply to it. He however does not desire to do so, observing that Mr. Adam is mistaken in his account of a conversation that took place nine or ten months ago, and that no one would imagine that he claimed any "copyright in Milton, &c.," what he stated being "that the reprinting of the prescribed selections prevented students having a copy of the whole book."—*Ed. J. of E.*]

UNIVERSITY OF MADRAS.

SENATE MEETING.

A meeting of the Senate was held in the Senate House at 5 p.m., on Thursday, 27th February, to make certain alterations in the by-laws relating to the ceremonies to be observed at Convocation and in the rules regarding the affiliation of Colleges to the University and some other matters. There were present :—Sir Arthur Collins (Vice-Chancellor), Mr. Stuart, Mr. Adam, Dr. Brockman, Capt. Love, Mr. Bliss, Mr. Grose, Dr. Duncan, Rev. Dr. Miller, Dr. Wilson, Dr. Bourne, Rev. Mr. Saththianadan, His Grace Archbishop Colgan, Rev. Mr. Rae, Mr. Barrow, Hon'ble Mr. Justice Muthusawmi Aiyar, Mr. Krishnama Chariar, Dewan Bahadur Raghunatha Rau, Mr. Vijiarunga Mudaliar, Mr. Thamothearam Pillai, Mr. C. Sankaran Nair, Mr. Salem Ramaswami Mudelliar, Rev. Mr. Patterson, Mr. Balaji Rau, Rev. Mr. Cooper, Dr. Henderson, Hon'ble Mr. Justice Handley, Dr. Sibthorpe and Dr. Oppert.

The proceedings commenced by the Vice-Chancellor calling upon Dr. Miller to bring the proposals of the Syndicate before the Senate.

In moving the first resolution of the Syndicate that By-Laws 71, 76, 77, 78, and 79 be rescinded and new ones enacted in their place, Dr. Miller said that the old By-Laws were unsuited to present requirements and needed considerable simplification. Mr. Rae seconded the motion. The following revised by-laws, relating to the ceremony to be observed at Convocation, were then carried, after some discussion on Mr. Adam's amendments, many of which were adopted.

By-law 71. The candidates shall wear the gowns and hoods pertaining to their respective degrees, and shall be arranged opposite the Chancellor.

By-law 76. Then the candidates shall be presented to the Chancellor by the heads of their respective Colleges being Fellows or by other Fellows of the University.

By-law 77. The manner of presentation shall be as follows :—

The presenter shall advance with the candidate (or candidates) to the Chancellor, and shall say :—

* * * Mr. Chancellor, I present unto you this person (or these persons), who has (or have) been certified after examination to be duly qualified to receive the degree of * * * in the University of Madras.

-63-

By-law 78. The Chancellor shall then present to the candidates the diplomas. The candidate shall then bow and retire.

By-law 79. When all the candidates for the same degree have been presented and have received their diplomas, the Chancellor shall say to the candidates, who shall remain standing :—

By virtue of the authority vested in me as Chancellor of the University of Madras, I admit you to the degree of * * in this University, and in token thereof I have presented unto you these diplomas, and authorise you to wear the hood ordained, as the insignia of your degree.

Dr. Duncan next proposed that in By-Law 98 the word "alternate" be omitted. Mr. Justice Muthusami Aiyar seconded the motion which was carried.

Dr. Miller then rose and said that he had to move the next proposition on the Agenda paper as Mr. Ranganatha Mudelliar who was to have brought up that motion was unavoidably absent. He moved that in By-Law 137 Burmese be added to the list of optional languages and that the alteration be given effect to at the Matriculation Examination of 1891. He said the motion was rendered necessary owing to the close connection that there is at present between Madras and Burmah. The motion being seconded was put to the vote and carried.

Dr. Miller then proposed that in By-Law 160 French and German be added to the list of optional languages, and that this alteration have effect at the Language Branch of the B.A. Examination in 1892-93. Archbishop Colgan seconded the proposal which was carried.

An interesting part of the discussion was on the proposed addition to By-Law 270. In moving that to the forms included in II and III in By-Law 270 the words "Signature of the Principal of College which the candidate is attending at date of application" be added in a separate column at the end of each form, Dr. Miller said that one of the objects the Syndicate had in view was to see that the student sent his application through the Principal of the College in which he studied, and that private students did not enter the names of their past Colleges without the Principal knowing it. The motion, being put to the vote, was, after some discussion, adopted.

Dr. Duncan next proposed Resolution II on the Agenda paper that in By-Law 272 certain words restricting the Colleges to sending up students only in branches or subjects of study recognised by the University and stating conditions of affiliation be added. This being seconded, Mr. Adam brought in an amendment to be added at the end of the

by-law and before the proposed words in terms allowing a right of appeal against the decision of the Syndicat to the Governor. This was objected to as being out of order in that its object was to change the rule altogether and did not properly come in as an amendment. The Vice-Chancellor then ruled that the amendment was not admissible. The original proposition was then carried. Mr. Adam next proposed that in lines 3 and 4 of the first paragraph added to By-Law 272 the letters "B.A." be omitted to insert the words "Bachelor of Arts." This was seconded and carried.

THE FIRST ANNUAL REPORT OF THE HINDU GIRLS' SCHOOL, HOŪR, SALEM DISTRICT.

We have been favoured with a copy of the First Annual Report of the above school. It was started in 1874 by the Hon'ble Mr. Justice Wilkinson aided by a committee of members. When Mr. Wilkinson left the district some time afterwards, he handed over the management to Government with a view to placing the school on a permanent basis. The institution progressed for some time, but latterly the strength failed, and Government gave up their management. At the request of the Committee, however, in 1888 the school was placed under the present manager. The institution has since then been doing good work with the help and patronage of Mrs. Dumergue.

The first anniversary of the school after the present manager resumed charge was held on the 20th June 1889 with Mrs. Dumergue in the chair. In a short and interesting speech, she dwelt at some length on sympathy being an essential and fitting attribute of woman and called upon the girls to practise it with other virtues—goodness, gentleness, &c., which she called wayside flowers. She further urged those present to help themselves, and said that the very same advice was given on a similar occasion by one of their well-known countrymen, Mr. Justice Muthusami Aiyar, before two persons who were well-known for their devotion to the cause of female education and who bore the happy relation to her of parents. In conclusion she exhorted the girls to adopt as a motto for their school, 'the Three H's: Head, Hand, Heart—head to become skilful at books, hand to work skilfully with the needle, and heart to carry them along to success,' and observed that this happy state of things could only be brought about by cultivating sympathy. A feature of the prize list was the offer of a prize for good conduct by Mr. J. Ramachendra Rau, the Tahsildar, and two other

64- prizes for regular attendance by the Manager. We are glad to learn that the school seems to be in a flourishing condition, the girls being taught besides the 'Three R's,' Needle-work and Hindu Songs. We wish the school every success and trust that under such patronage and through the self-denying exertions of the manager it will ere long grow to be an important factor in the education of the Girls of Southern India.

ON CANING.

Caning on the hand, as Mr. Justice Wills remarked in the course of the argument of Counsel in the recent case of *Gardiner v. Bygrave*, was the common form of punishment in schools thirty years ago. So much so, indeed, that any one who in good faith questioned the propriety of this mode of correcting the faults of youth would be set down as an amiable dilettante, whose mind had taken on an unhealthy habit of *a priori* quibbling. To bring a schoolmaster, as was done in the case just mentioned, before a magistrate, for no other or better reason than that he had punished, with four strokes of a cane on the hand, a pupil whose offence admittedly called for punishment, would, thirty years ago, have been regarded as conduct scarcely consistent with sanity. The sway of the cane was at that time unchallenged. For nearly all offences, trivial or grave, of the intellectual or moral order, caning on the hand, in due proportion to the magnitude of the fault, was considered the appropriate chastisement. Nor was its application within the province only of the headmaster. All his coadjutors, down to the most junior master, and in some public schools even the prefects, possessed the power of using the cane to uphold discipline or enforce industry. The cane has, however, ceased to be an indispensable emblem of authority in our present-day schools. The disciplinary resources of the schoolmaster have so multiplied with the advance of knowledge, that he has come to look upon the one all-round method of his predecessor as unnecessarily coarse, painful, and degrading. Corporal punishment has not only been dispensed with in many of our schools, but where it has been retained it is for cases in which all other resources have proved ineffective. It is deeply humiliating to the modern schoolmaster when he finds that, for example's sake, he is driven to this last resource. How different was the attitude of mind of the famous old pedagogues of the past towards this primitive form of punishment! Busby of Westminster boasted that sixteen of the bench of Bishops had been birched with his "little rod," and, had he been speaking of the greater lights of literature in his day, he no doubt

would have used this same pedagogic formula of Dryden, Prior, and Locke. To have been "birched" by a schoolmaster was the ancient mode of saying that a pupil was educated under his *régime*. This form of expression raised no thoughts of excessive unruliness on the part of the scholar, nor undue severity on the part of the teacher. In those days spoiling the child was regarded as the sure and certain consequence of sparing the rod, and so even an abuse of this instrument was condoned as an error on the right side.

For centuries such was the prevailing sentiment, and no one seems to have questioned—certainly not in a court of law—the right of a schoolmaster to inflict punishment with a cane, whether on the hand or other regions of the body, for faults of sufficient gravity. It has been reserved for our own day, when the custom of caning is in the last stage of decay, to have its legality called in question and established.

Mr. Bushby, the metropolitan Magistrate, has brought about the decision by two of Her Majesty's Judges, sitting as a Divisional Court, that caning on the hand is not illegal. The learned magistrate convicted the headmaster of Church Street Board School, Hoxton, on a summons taken out for "unlawfully assaulting and beating" a boy, one of his pupils, by caning him on the hand. He, however, allowed an appeal to a superior Court, and so stated the case for the consideration of that Court that the sole question raised was the legality of caning on the hand. The magistrate admitted that the pupil had committed a fault meriting corporal punishment, and was further of opinion that, if caning on the hand was a proper method of punishment to adopt in the circumstances of the case, the punishment—four strokes on the hand with a cane—was inflicted unobjectionably; but thinking that caning on the hand, however inflicted, was "necessarily attended with risk of serious injury to the hand," and that there were other methods of corporal punishment "quite as available and efficacious," and not necessarily attended with any risks, the learned magistrate came to the conclusion that caning on the hand was in the circumstances of the case improper, and ought not to have been inflicted.

Thus the point for the Court to decide was whether, according to the law of England, it was criminal for a master to cane a pupil by striking him on the hand. The magistrate stated the boy deserved punishment, and he did not question the right to punish corporally, with a view to intellectual stimulation; but he convicted for the reason stated. This conviction the Judges held to be wrong, and therefore that it must be quashed, with costs against the respondent.

We trust that the decision will not in any way tend to the revival of caning. The teachers of elementary schools have, no doubt, much greater difficulty in finding substitutes for corporal punishment than the teachers of secondary schools; and their pupils, in many instances, the waifs and strays of great cities, are the least docile and most neglected of humankind. Such pupils cannot always, even by the most skillful treatment, be made amenable to the milder forms of discipline, and it must be an advantage to teachers to know what the law allows them to do under such circumstances.

Possibly it may be found necessary to establish schools for boys who require harsher and sterner discipline than is needed for the majority of the pupils in a well-regulated school. Whether it would be well for the boys themselves to be grouped with those of their own tone of morals only, is another matter.—*Educational Times*.

HINTS TO TEACHERS.

Don't go into your schoolroom in a defensive attitude. Such a spirit is soon recognised by the pupils, and acts like an invitation to resistance and insubordination. "Don't put up fortifications until they are needed."

Don't talk too much. A pupil was once heard to complain, "I can't study, teacher talks so much." Don't speak too loud. The habit of speaking in a needlessly loud voice encourages a disagreeable tone in the children. A lowered tone sometime results in a quieter room and more attentive scholars. It is also less wearisome for the teacher and better for the throat and the lungs.

Don't brood over mistakes; such brooding exhausts the strength that might be used for new efforts. "Some one has well said: 'Those who never make a mistake never make anything.' And another has said: 'All men who have done great and good work in the world have made mistakes.' Don't then allow your mistakes to become your victors; make them, instead, your teachers. Don't worry. Do the best you can; the very fact that results are not always what you desire is in your favour, showing that you are a progressive teacher with high ideals before you. A member of a certain school committee once said, 'I desire no teacher who is perfectly satisfied with his work.'"

—*Boston Popular Educator*.

RESOLUTION OF THE BOMBAY GOVERNMENT ON EDUCATION.

The following resolution on the Administration report on Education for the year 1888-89, has been issued by the Bombay Government:—

The report on public instruction for 1888-89 is a record of continued progress during another year in almost every branch of education. It has again been submitted in good time, and contains in a concise form all information of interest required by Government. There are now in this Presidency 582,853 pupils under instruction in 11,732 institutions, public and private. Public institutions number 8,642 with 507,752 pupils, private institutions 3,090 with 75,101 pupils. The number of boys under instruction has risen from 500,872 to 522,049, and the number of girls from 53,526 to 60,804. Out of the total number of those who are of an age to go to school 28 per cent. of the boys and 3 per cent. of the girls are now receiving education.

2. The number of boys under instruction in public institutions has risen from 431,887 to 453,072, and the number of girls from 49,172 to 54,680, while the average monthly number of pupils on the rolls has risen from 468,358 to 484,375, and the average daily attendance from 348,217 to 361,725. The ratio of the average daily attendance to the average monthly number on the rolls is 74 for 1887-88 and 75 for 1888-89. In professional colleges there was a decrease of 30 pupils; in every other class of institution attendance rose, and the increase extended to every class in the community being particularly marked in the case of Mahomedan pupils.

3. The total expenditure of the Department was Rs. 54,53,328. This included Rs. 16,52,916 provided from provincial funds, Rs. 8,53,453 from local cess, Rs. 3,05,291 from municipal rates, and Rs. 11,54,283 from fees. Fees thus contributed 21.17 per cent. of the whole cost as compared with 20.6 in the previous year, an improvement which cannot but be regarded with satisfaction. The decline in the fee receipts of local board and municipal schools which took place in 1887-88, has been checked, and the fees collected in these institutions exhibit a general increase, except in the case of the municipal schools of the Central Division and Northern Division, where fees fell off by Rs. 27 and Rs. 616 respectively, the greatest decrease being in the Brouch District. The increase in the provincial expenditure is accounted for by the fact that building grants rose from Rs. 45,162 to Rs. 1,16,835. Provincial expenditure on University education fell from Rs. 2,16,501 to Rs. 1,77,658, principally owing to the withdrawal of the grant to the Fergusson College and the absence on leave of some Professors; whose leave allowances are not included in the expenditure under the head of education. On secondary schools it rose from Rs. 3,02,122 to Rs. 3,07,473, mainly owing to the growth of aided schools. On primary schools it fell from Rs. 5,42,881 to Rs. 5,25,871, owing to adjustments between Government and Local and Municipal Boards on account of arrears. On training, medical, and other special schools it rose

from Rs. 2,01,421 to Rs. 2,17,976, owing to improvements in the Government institutions at Ahmedabad and Hyderabad, in the Jamshedji Jijibhai School of Art and in aided schools. The sum spent by local boards on education has fallen from Rs. 12,65,365 to Rs. 12,48,513, while municipal expenditure under this head amounted to Rs. 5,24,429 as compared with Rs. 5,24,660 in 1887-88.

4. Of the total expenditure of Rs. 54,53,328, 43.6 per cent. was spent on primary education—31.8 per cent. of the provincial expenditure and 78.4 per cent. of the Municipal and Local Boards expenditure being devoted to this object. Local boards contributed Rs. 2,700, and municipalities, 11,848 to Arts Colleges. Education was on the whole slightly less expensive than in 1887-88, the average annual cost of educating each pupil being Rs. 9.3, as compared with Rs. 9.4 in the previous year.

5. One new Arts College, that founded by the American Mission, was affiliated to the University during the year, making a total of ten such institutions. There was an increase of 159 students attending them, all colleges sharing in the improvement, and the fee receipts have risen from Rs. 66,545 to Rs. 70,824. Progress has been made with the new building for St. Xavier's College. The new building for the Wilson College has been completed. The Sind College has undertaken the management of the Engineering Class, which has been moved from Hyderabad to Karachi. The Gujarat College sustained a loss in the resignation of its Principal, Mr. Dalal, who entered the service of the Baroda State, but the place has been filled since the close of the year by an Oxford graduate. In the University examinations 213 candidates passed the Previous, 171 the First B.A., 78 the B.A., 8 the First B. Sc., 1 the B. Sc., and 5 the M.A. examinations, the candidates from the Elphinstone College being the most successful. In the Bombay Law School the fees rose from Rs. 7,152 to Rs. 8,600, and the attendance from 187 to 203. Out of 84 students who presented themselves for examination in Jurisprudence 80 passed, while 17 out of 81 passed the examination for the degree of LL.B. At Poona the number of students rose from 36 to 62 and the fees from Rs. 717 to Rs. 1,175, 33 out of 43 candidates passed the examination in Jurisprudence. In the Grant Medical College the attendance fell from 219 to 182 and the fees from Rs. 27,884 to 20,165. This reduction in the number of students is attributed to the fact that the medical profession in Bombay is overstocked, and the Principal is of opinion that the standard of admission to the College should be raised. Government is glad to acknowledge a donation of Rs. 4,500, given by Mr. Framji Dinshaw Petit for the library. It is satisfactory to observe that the Principal anticipates good result from the re-organization, under which a Professor will generally continue to teach the same subject and not change his chair with promotion. The increase from 7 to 18 in the number of ladies attending the University classes of this College and the favourable account given of their progress are gratifying indications of the growing desire for advanced female medical education. At the College of Science the revised course has resulted in a smaller attendance, the numbers being 206 and the fees Rs. 9,054 as compared with 229 and Rs. 10,832 in the previous year. On

the other hand, the examination results are satisfactory, 29 out of 27 candidates having obtained the degree of L. C. E. Turning to the High Schools Government find that out of 1,690 candidates sent up to the University Entrance Examination from these schools, 778 or 46 per cent. passed, while out of the 1,788 boys went up without school certificates, only 136 or 7 per cent. were successful. There has been considerable delay in the introduction of the Final School Examination, but the regulations for it have now been settled and the passing of the matriculation examination will no longer be a qualification for the public service. The number of pupils attending High Schools continued to increase, being 21,154 in the year under review as compared with 20,155 in the previous year. The number of Government High Schools was the same as in 1887-88, but towards the close of the year the Ahmednagar High School, which had been affected by the competition of schools under private management, was handed over to the Ahmednagar Education Society in the hope that local influence might effect consolidation and improvement. With this and a few other exceptions the various High Schools are favourably reported on, as are also their feeders, the middle schools.

6. Turning now to primary education for males, Government find that there were 7,573 schools open for such instructions in 1888-89 as compared with 7,267 in 1887-88 and 428,928 pupils under instruction at them as compared with 409,164 in the previous year. The fee receipts of Local Boards have risen from Rs. 1,20,761 to Rs. 1,27,622. The number of Board schools has increased by 29 and of aided schools by 132. In the former the number of pupils on the rolls was larger by 8,330 and in the latter by 3,195 than in the previous year. The greater part of the increase in the Northern Division took place in Kaira, while in Broach there was a decline. The tendency on the part of the Taluka Boards of that Division to enlarge the list of free students, which is noticed by the Inspector, must be carefully watched. It is satisfactory to learn that these Boards and the School Committees are showing an increasing interest in education and spending the full amount of their income which is available for the purpose. In the Central Division the increase is greatest in Khandesh. The Inspector is able to give a satisfactory report of nearly all the schools, and expresses the opinion that a fairly average school of this class will compare not unfavourably with the village schools of other countries. Government are also glad to note the Inspector's acknowledgment of the valuable help given by Revenue Officers. In the Southern Division the fee-rates have been revised in Ratnagiri, Kolaba, and Belgaum, and the increased receipts have been utilized in raising the pay of the junior masters. Sind shows an increase of 3 schools, but a reduction of 567 in the number of boys on the rolls. This decrease is attributed to the levy of fees, which have now been imposed in most of the Karachi schools and in half of those in the Shikarpur district. The Inspector gives an unfavourable account of the Board schools in Sind, and he is, with commendable zeal and already with considerable success, endeavouring to improve the teachers.

7. The number of schools maintained by municipalities with the aid of grants from Government is 614 with 66,030 pupils. The total expenditure is Rs. 4,20,965, of which the municipalities pay Rs. 1,98,489. In the Central Division there was an increase of 7 schools and 269 pupils with a decline in fee receipts of Rs. 27. The Inspector again reports the tendency of most of the School Boards to substitute younger and cheaper teachers for senior and experienced but more highly paid masters. It is hoped that the Department will be successful in checking this practice which is calculated to have a deleterious effect on the advance of education. In the Northern Division there is an increase of one school, but the number of pupils has decreased by 59, and fee receipts have fallen from Rs. 18,230 to Rs. 17,311.

8. The large municipalities are reported to be desirous of improving schools, but in the smaller towns there is a necessity for more earnest and intelligent administration. In the Southern Division there is an increase of 4 schools and 319 pupils, and the fee receipts have risen from Rs. 12,439 to Rs. 12,993. Most of the School Committees are reported to have taken an interest in their work. In Sind there was a decrease of 4 schools and of 700 pupils, due to the competition of aided schools and the introduction of the fee system.

9. The development of the system of aided schools has been most marked. Since the transfer of primary schools to the municipalities there has been a decrease of 4 municipal schools with 728 pupils, but an increase of 83 aided schools with 2,800 pupils. Aided primary schools have increased in the Northern Division by 7 with 627 pupils and in the Southern Division by 96 with 3,047 pupils, but in the Central Division they have fallen from 322 to 310, the number of pupils, however, having risen by 80. In Sind there has been an increase of 184 schools and 4,899 boys, the largest on record. Most of these aided schools are mosque schools. The Inspector's account of the new spirit of readiness on the part of the Mullas to avail themselves of the benefits of the Code, which he has zealously fostered, is very satisfactory. Police schools are generally doing well. In night schools there was an increase of 3 with 189 pupils, and the institutions are reported to be flourishing.

10. In Native States 30 new schools have been opened during the year. The Kathiawar schools are specially noticed for their excellence, one in particular at Bhavnagar of 800 boys being described as a model of what such a school should be. The schools in Bhor, Aundh and Phaltan remain in their previous unsatisfactory condition.

11. Female education shows but a moderate advance. The number of girls under instruction has risen from 33,526 to 60,804, but the latter number is still but 3 per cent. of the total number of girls of school-going age. The attendance in primary schools for girls was 33,643, in middle schools for girls 2,003, in high schools for girls 1,181. In the Poona Girls' High School the attendance has risen from 57 to 61, but the cost to Government of educating each pupil is also shown as having risen from

Rs. 159-8-0 to Rs. 161-8-6. The reason of the latter increase is not understood and should be explained. Although the school is classed as a Government institution, Government pays only the salaries of the teachers, which, so far as the Governor in Council is aware, have not been raised. Indeed the expenditure from Provincial revenues appears to have been slightly less than in the previous year, and the average cost to Government of each pupil should *prima facie* have fallen with the increase in the number of pupils. In European and Eurasian schools for girls the attendance was 1,640 in the previous year.

12. In connection with the education of special classes Government are glad to observe the favourable account given of the Rajkumar College at Sajnol, the Talukdari School at Wadhwan, the Scott College at Sadra and the Sardars' Class in the Rajaram College at Kolhapur. The Victoria School at Palanpur is to be re-organized. Proposals for Mifs' schools in Sind are under the consideration of Government. Meanwhile the Thaluka Board of Mirpur Khas has opened a special school for the family of His Highness Mir Futeh Khan. The fund of the Lingaya Educational Association continues to be well managed. The employment of Mahomedan Inspectors and teachers and the offer by Government and Khan Bahadur Kazi Shahabuddin of scholarships are having good effect. The Governor in Council notices with satisfaction that the number of Mahomedans receiving instruction has risen in colleges from 30 to 43, in secondary schools from 1,790 to 1,945, and in primary schools from 60,688 to 66,938, while in special schools there is a fall from 221 to 214. The Anjuman-i-Islam in Bombay has had only a moderately successful year and the Poona Anjuman has contracted rather than extended its sphere of influence. The Ahmedabad Anjuman, however, has conducted its schools with much success and the Muhabat Madrasa at Junagadh is highly spoken of. In Sind the sympathetic encouragement by the Inspector of the mosque schools has given satisfaction to all classes of Mahomedans, and the Mullahs are now offering to co-operate with the department in all parts of the province. The number of children of the depressed castes who are receiving instruction has risen from 9,360 to 10,630, while for aboriginal and hill tribes the figures are 5,984, showing an increase of 140. His Excellency in Council is glad to notice the success which has attended the efforts made by the Administrator of the Rajpipla State in the Rewa Kantha and by the Reverend Mr. Thompson in the Mahi Kantha to encourage education among the Bhils.

13. For convenience of reference the Director should in future devote a special section of his report to the results of European education. The returns show an attendance of 3,435 European and Eurasian boys and girls, and their education cost the provincial revenues Rs. 82,643 as compared with Rs. 68,904 in the previous year.

14. Special instruction is being imparted to 2,537 pupils as compared with 2,242 in 1887-88. Drawing classes have decreased by 4, but Industrial schools have increased by 6, Agricultural classes by 2, and Normal schools for mistresses by 4. 8 normal schools for mistresses are now open with 169

pupils as against 4 with 126 in 1887-88. The Normal school at Ahmednagar continues to show excellent results. The Training College at Ahmedabad requires only a few minor adjuncts to be a model institution of the kind. The Female Training Colleges at Ahmedabad and Rajkote are favourably reported on. The re-organization of the Hyderabad Training College has been carried out satisfactorily and the prospects of the institution are bright. The Karachi Convent Normal Class is said to be doing good service. The success of the Sir J. J. School of Art, under the excellent management of Mr. Griffiths, has been marked. The farm attached to the College of Science has been transferred to the Agricultural Department, and the farms which were attached to the Nasik, Ahmednagar and Dhulia High Schools have been relinquished, so that no land is now held anywhere by the Educational Department. The Victoria Jubilee Technical Institute was opened on the 10th April by His Excellency the Governor, in the presence of Their Royal Highnesses the Duke and Duchess of Connaught. It has made a most satisfactory start, there being already 280 pupils on the rolls. The importance of the extension of industrial education in Sind, which is due to the zealous exertions of Mr. Jacob and Khan Bahadur Kadirdad Khan, can scarcely be overrated. The number of schools or classes in which instruction in various arts is given has risen from 5 to 13, and the number of pupils receiving such instruction from 336 to 1,057.

15. In the year under review an enquiry was instituted by the Government of India into the growth of tendencies unfavourable to discipline and favourable to irreverence among the rising generation in India. As far as was practicable the opinions of representatives of the various classes of the community on the subject were obtained and communicated to the Government of India with the views of this Government. The Government of India has recently indicated the measures which the full discussion of the subject has led it to consider expedient to check the growth of the evils which are generally admitted to exist. The extent to which it is found practicable to carry out those measures in the current year or to extend such as have already been adopted will be shown in the next report.

16. In conclusion, the Governor in Council is glad to acknowledge the energy and ability with which the Department has been administered by Mr. Chatfield and the officers under him. The encouragement given by them to aided institutions and the consequent development of the grant-in-aid system are in accordance with the policy of Government, as this system affords the best means of utilizing to the greatest advantage and with the most extensive effect the Provincial funds which are available for expenditure on education.

17. Copies of the report and of this Resolution should be forwarded to the Secretary of State and the Government of India.

J. MONTEATH,

Ag. Secretary to Government.

F.A. EXAMINATION OF 1889.

The following list shows the number of passes from each institution. It would be very instructive to know how many were sent up for the examination from each college. When the Syndicate's report appears we shall be able to obtain this information. The percentage of passes for the Presidency is this year 17.5 as against 25.7 last year.

Institution.	Class I.	Class II.	Total.
Christian College, Madras	6	48	54
St. Joseph's College, Trichinopoly	4	22	26
Central College, Bangalore	3	23	26
Kumbakonam College	0	24	24
Presidency College, Madras	5	16	21
S. P. G. College, Trichinopoly	1	17	18
Maharajah's College, Trivandrum	3	12	15
Maharajah's College, Pudukotah	2	11	13
Church of Scotland Mission College, Madras	0	13	13
Pachaiyappa's College, Madras	2	10	12
Coimbatore College	0	12	12
Government College, Calicut	0	11	11
St. Peter's College, Tanjore	1	9	10
Maharajah's College, Mysore	0	10	10
Pasumalai College	0	7	7
Maharajah's College, Vizianagaram	0	6	6
Kerala Vidya Sala, Calicut	0	6	6
Noble College, Masulipatam	0	6	6
Rajahmundry College	0	6	6
Salem College	4	1	5
Ernakulam College	2	3	5
Shimoga College	1	4	5
St. Joseph's College, Cuddalore	0	5	5
Hindu College, Tinnevely	1	3	4
St. Mary's College, Madras	0	4	4
Wesleyan Mission College, Negapatam	0	4	4
Government College, Mangalore	0	4	4
Church Mission College, Cottayam, Tinnevely	0	3	3
Caldwell College, Tuticorin	0	3	3
Wesleyan Mission College, Madras	0	3	3
Hindu College, Vizagapatam	1	1	2
St. Aloysius' College, Mangalore	1	1	2
St. Joseph's College, Bangalore	0	2	2
Government College, Cuddalore	0	2	2
Berhampore College	0	2	2
Doveton College, Madras	0	1	1
Lutheran Central College, Tranquebar	0	1	1
Bishop Cotton's College, Bangalore	0	1	1
Madura College	0	1	1
A. E. L. M. College, Guntur	0	1	1
Private Study	0	3	3
Total	37	322	359

UPPER SECONDARY EXAMINATION.

PREPARATORY PAPERS SET AT
CHEENGALYANOYA NAICKER'S COMMERCIAL AND TECHNICAL HIGH SCHOOL.
DECEMBER 1889.

COMMERCIAL GEOGRAPHY.

I. What are the circumstances under which international trade is generally carried on? Name some causes which facilitate it, and others which retard it.

II. (a) In what countries of the world are the following chiefly produced?—Wheat, rice, and cotton.

(b) How does the nearness or otherwise of the markets affect the prosperity of the fields of production? Give examples illustrating your answer.

III. It is said that all kinds of crops, both tropical and temperate, can be grown in India. If so, how can you account for it? Can you draw a line of demarcation separating those parts of India which yield the tropical crops from those that yield the temperate crops?

IV. In what parts of India are the following chiefly cultivated?—Cinchona, jute, mulberry, opium and tobacco. State also the uses to which the first three are put.

V. In what parts of India are the coal and gold mines worked? Is there any prospect of Madras being supplied with Indian coal ere long?

VI. What are the chief productions of the following? The Nilgiris, the Sheravaroys, Malabar, Punjab, Darjeeling, Ceylon, Patna and Nore. What native manufactures are carried on in the following places?—Assam, Trichinopoly, Bidar, Ellore, Punjab, Vizagapatam, and Cashmir.

BUSINESS CORRESPONDENCE

Examiner.—MR. K. SUBRAHMANYA Aiyar.

TIME—2 HOURS.

I. (a) Explain the terms: Drawee, Endorsee, Letter of Hypothecation, Negotiation, Letter of Credit, Freight.

(b) How does a generally crossed cheque differ from a specially crossed cheque, a blank from a special endorsement, a letter of insurance from a policy of insurance?

II. Messrs. John and Co., Tuticorin, purchase on 1st November 1889, from Messrs. Oakes and Co., Madras, goods to the value of Rs. 7,500, on three months' credit; on 1st December 1889, they sell to Messrs. Fox and Co., Madras, goods to the value of Rs. 3,000, on two months' credit, and on 1st January 1890 to Messrs. Borham and Co., Madras, goods for Rs. 4,000, on a month's credit. John and Co. have an account current with the Madras Bank. John and Co. close their accounts with Oakes and Co. by remitting two bills on the 2nd January 1890 and a cheque for the balance on 30th January 1890.

Draw the two Firsts of Exchange and the cheque, shew the acceptances, and such endorsements as are necessary till the cancellation of the bills.

III. What is a joint and several promissory note? What are the rights of the holder against the makers thereof, and what the rights of one of the makers against the other maker or makers?

IV. (a) Explain the process by which a documentary bill is negotiated.

(b) Distinguish an open from a valued policy of insurance.

V. Mr. Charles Maunders, Egmore, has an account with the National Bank, Madras, through whom he remits on 1st December 1889, £200 to Mr. John Maunders, 75, High Road, Manchester, by means of a demand bill on the Manchester Bank. The First of Exchange is forwarded direct by the Bank, and the Second by Mr. Charles to John—Exchange 1s. 4d.

Draft (1) The letter from Mr. Charles Maunders to the National Bank.

(2) The letters from the National Bank to Mr. Charles and to Mr. John.

(3) The letter from Mr. Charles to Mr. John.

(4) The reply from Mr. John to Mr. Charles.

UNIVERSITY OF MADRAS.

CIRCULAR.

To Head Masters of High Schools and Principals of Colleges
to which High Schools are attached.

SENATE HOUSE, 10th February, 1890.

The Syndicate's attention has recently been drawn to the circumstance that the number of candidates who apply for admission to the Matriculation examination as private students has, for some years past, been undergoing an increase quite out of proportion to the growth in the total number of candidates. Thus, in the year 1880, there were 188 candidates of this class, who constituted 13.6 per cent. of the total number registered, whilst, in the year 1888, the number of candidates had risen to 1,969, and the percentage to 25.1. There is abundant evidence to show that this large increase in the number of so-called "private students" does not indicate that a smaller proportion of candidates prepare for the examination at schools and colleges than was formerly the case, but arises rather from a growing practice among head masters of compelling those pupils whom they think unlikely to pass the examination to enter the words "private study" in their applications, instead of the name of the High School they are attending. The Syndicate think it necessary to point out that this practice is a direct contravention of a regulation of the University, printed at the foot of each application form, which requires every candidate who is attending a High School "the time of applying for admission to the examination to state the name of the school; and at the same time to let it be clearly known that if further instances of a violation of this rule are brought to light, the candidates who, with or without the sanction of the head master of the school to which they belong, are guilty of making such mis-statements, will be severely dealt with. It is hoped that for the future head masters will do all that lies in their power to discourage this improper practice, and use their influence with their pupils to secure the compliance with the regulation prohibiting it.

W. H. WILSON, Registrar.

GILCHRIST SCHOLARSHIPS.

Fort St. George, December 14, 1889.

No. 72.— The Secretary to the Trustees of the Gilchrist Educational Trust having decided to withdraw the scholarship hitherto offered annually to youths in India after the award which may be made on the results of the Matriculation Examination of the University of London which will be held in January next (1890), it is hereby notified that an examination of candidates of this Presidency for the Gilchrist Scholarship will be held on Monday the 13th January 1890 and the following days subject to the regulations for the scholarship specified below:—

Conditions for Scholarships instituted by the Gilchrist Educational Trust for the benefit of Natives of India and Ceylon.

[These scholarships, like the Degrees and other Academic rewards of the University of London, are open to women upon exactly the same conditions as to men.]

1. A scholarship of the value of £150 per annum, and tenable for four years, will be annually awarded to a candidate born in India or Ceylon, who shall become eligible by competitive examination, and shall be desirous of prosecuting a course of academical study in Great Britain, with a view to graduation in one of the Faculties of Arts, Science, Law or Medicine, in the University of London, under the following conditions:—

(1) Of the parents of each candidate, one, at least, shall not be of pure European descent.

(2) Every candidate must furnish proof satisfactory to the local authorities that he has completed his sixteenth year, and that his age does not exceed twenty-two years.

(3) Every candidate must furnish proof satisfactory to the local authorities that, in regard to personal character and social position, he is qualified to be admitted to competition for a scholarship.

(4) Candidates approved by the local authorities shall present themselves at the January Matriculation Examination of the University of London, which will be held simultaneously, under the direction of Government Sub-Examiners, at the three

Presidential Capitals of India and at the Royal College, Colombo, commencing on the second Monday in January.

(5) The answers of the candidates, approved as aforesaid, will be forwarded, through the Governments of India and Ceylon respectively, to the Registrar of the University, who will cause them to be reviewed by the Examiners, and who will forward their report to those Governments, to be by them announced to the candidates.

(6) The scholarship shall be awarded to the candidate whose aggregate of marks stands highest, provided that he passes either in the Honors or in the First Division. Such candidate shall have his choice whether he will pursue his curriculum of study in the University of Edinburgh, or in University College, London.

(7) The successful candidate will be expected to arrive in London, and to present himself to the Secretary of the Gilchrist Trust, not later than the first week in the October following his appointment. If a native of India, he will be provided by the Government of India with a free passage to England.

(8) The scholarship shall be considered as commencing from the 1st of July following the award of the Examiners; and shall be payable in quarterly instalments on the first days of October, January, April and July.

(9) Each scholar shall attend in every session at least three courses of Lecturers at the institution in which he studies, and shall transmit to the Secretary of the Gilchrist Trust, at the conclusion of each session, a certificate from each of the Professors whose lectures he has attended, stating that his diligence and conduct have been satisfactory. Should he not be able to produce such a certificate, or should he be proved guilty of discreditable conduct elsewhere, he shall be considered to have forfeited his claim to the remaining instalments of his scholarship.

(10) Each scholar shall be expected to present himself at the Intermediate Examination in one of the Faculties of Arts, Science, or Law, or at the Preliminary Scientific M.B. Examination, in the University of London, before the termination of the second (academical) year* from the commencement of his scholarship, unless excused from doing so by the Trustees; and if he do not so present himself (unless by permission of the Trustees), or if he fail to pass, he shall be considered as forfeiting his claim to the remaining instalments of his scholarship. After having passed this first examination, he will be expected to pursue his studies with the view of presenting himself at the next examination within two (academical) years.

(11) The Trustees will provide for the return-passage of every Indian scholar who shall succeed in obtaining his degree in the University of London. For every Indian scholar who may fail to obtain his degree, a return-passage will be provided by the Government of India.

(12) The foregoing scheme shall be subject to revision from time to time; the Trustees reserving to themselves the power of altering the conditions of the scholarships, or of altogether withdrawing them, if they deem it expedient to do either. But no change will be made in such a manner as to affect the interest of candidates already appointed to scholarships.

2. Applications are to be made in writing on or before the 20th instant to the Principal of the Presidency College, who has been appointed Sub-Examiner, or the Superintendent of the Examination for this Presidency. The application should be accompanied by the certificate prescribed by the Trustees of the Gilchrist Fund and a fee of £2.

3. The following privileges attach to a pass in the examination:—(a) The examination being the Matriculation Examination of the London University, all candidates who pass it acquire the rank of Members of that University, whether they obtain the scholarship or not, and become entitled to a certificate specifying the rank they have obtained. (b) Candidates who pass the examination cannot again present themselves for Matriculation or compete again for the Gilchrist Scholarship at any future Matriculation Examination, but they may proceed to England and complete their education without being called upon to pass any further entrance test.

4. The further decision of the Trustees of the Gilchrist Educational Trust, contained in a letter dated 14th August 1889 addressed to the Right Honorable the Secretary of State for India as to the offer of an annual scholarship to the Universities of Calcutta, Madras and Bombay in rotation, and of another scholarship in

* Thus a candidate whose scholarship commences on the 1st of July 1881 would be considered as having fulfilled this condition if he pass the Intermediate L.L.B. Examination in January 1886, or the Intermediate B.A., the Intermediate B.Sc., or the Preliminary Scientific M.B. Examination in the following July.

every third year to the Universities of Punjab and Allahabad jointly, each tenable in Europe for three years by natives of India, is notified below :—

I have the honor to inform you that the Gilchrist Trustees have decided to withdraw the scholarship hitherto offered annually to youths in India and Ceylon after the award which may be made on the results of the Matriculation Examination of the University of London which will be held in January next (1890), and I have to request that Your Lordship will cause this information to be published as soon as may be convenient for the benefit of all whom it may concern in India. Arrangements are being made for a separate scholarship for Ceylon.

I have further to inform Your Lordship that, after careful consideration of the opinions expressed by the heads of numerous educational institutions in India, the Trustees have decided to offer an annual scholarship of the value of £200 per annum, tenable for three years in Europe, to the Universities of Calcutta, Bombay, and Madras in rotation, and a similar scholarship every third year to the Universities of Allahabad and Punjab jointly.

To carry this intention into effect, the Trustees have, with the advice and assistance of educational authorities in England and in India, prepared a scheme with rules and regulations (copies of which are sent herewith), and they propose to forward these direct to the above named Universities for their approval and for their consent to carry out those portions of the scheme which may devolve upon them.

The Trustees also hope to be assured that in this scheme they will have the approval and co-operation of the Secretary of State and also of the Government of India, to whom they ask Your Lordship to communicate this letter, with the respectful request that that Government will, as heretofore, pay the expenses to England of the annual Gilchrist scholar, and also of the additional scholar every third year, the Gilchrist Trust undertaking, also as heretofore, to provide for the return-passages of all the scholars who fulfil the conditions of their scholarships.

GILCHRIST INDIAN SCHOLARSHIPS.

Draft Regulations.

1. Three scholarships, the cost of which will be defrayed by the Gilchrist Trust, will be at once established, tenable in Europe by persons who are natives of India [within the meaning of section 6* of the Statute 33 Vict., cap. 3], or of the "Native States" of India. The scholarships will be given in rotation to the Universities of Calcutta, Bombay and Madras, in the manner and on the conditions set forth in the scheme.

2. A fourth scholarship will be given every third year on like conditions to the Universities of Punjab and Allahabad jointly.

3. Each scholarship will entitle the holder to an allowance of £200 per annum, payable from the date of his arrival in England, and will be tenable for three years. No candidate should be more than 22 years of age. Each candidate to whom a scholarship may be awarded will be required to proceed to England within a reasonable period from the date of his selection, and to reside in Europe for a period of three years, unless compelled to return sooner by ill-health, or some other cause which may seem sufficient to the Gilchrist Trustees.

4. [It is hoped that] each scholar will be provided, as heretofore by the Government of India, with a free passage to England. The Gilchrist Trust will provide a return passage at a cost not exceeding £50, provided that the scholar fulfils the conditions of his scholarship. But the scholar will not be entitled to claim any difference between the actual cost of passage and the amount above named.

5. Each scholar will be required to bind himself by a written engagement to submit to such regulations as may from time to time be framed by the Gilchrist Trustees for the guidance of the scholars.

6. Each University will nominate in the manner laid down in the scheme. Probably the results of the examinations of the three preceding years will be a sufficient guide to the University in making the selection. But it will be open to each University to consider whether for the purpose of such selection a special examination should be held, although the Trustees hope that this will be avoided if possible. If a special examination is held, the regulations which the University concerned may propose to lay down in regard thereto should be submitted for the previous approval

* The provision in the section is as follows :—" that for the purpose of this Act the words 'natives of India' shall include any person born and domiciled within the dominions of Her Majesty in India, of Parents habitually resident in India, and not established there for temporary purposes only; and that it shall be lawful for the Governor-General in Council to define and limit from time to time the qualification of natives of India thus expressed."

of the Gilchrist Trustees, the necessary arrangements for the conduct of the examinations being made under the orders of the University authorities. It is, however, desirable that the examinations, if any, should be held at such a time (probably not later than the month of June in each year) as will afford the successful candidate a sufficient interval to complete his arrangements and to reach England in time for the autumn term at the Universities and Colleges. The candidates for the special examinations, when such examinations are held, must be young men of proved ability, and will be selected by the Vice-Chancellor on the report of the Syndicate or governing body, who will in their turn be guided by the opinion of the Professors and Examiners. The candidates for these examinations or the persons elected as scholarship-holders on the results of the ordinary University examinations must in all cases be graduates of the University not more than 22 years of age, who are willing with the consent of their families to proceed to England in order to complete their education in Science and will be required to satisfy the Vice-Chancellor as to their good conduct, knowledge of the English language, and physical capacity to undergo the course of life and study which they will have to follow in Europe. The tenure of the scholarships will be strictly dependent on good conduct in Europe, and will be conditional on satisfactory progress being made in study. The Gilchrist Trustees reserve to themselves the entire right of deciding on this point, as on all questions relating to the tenure of the scholarships.

A copy of the regulations should be given to the selected candidate before the scholarship is finally awarded to him, in order that he may know what he is undertaking before he leaves India. On the award of the scholarship being made, the authorities of the University should communicate the name and address of the selected candidate to the Secretary of the Gilchrist Trust, 4, The Sanctuary, Westminster, London; and also, when the selection is made by examination, the number and names, &c., of the candidates from whom the selection was made.

RULES FOR GILCHRIST INDIAN SCHOLARS IN ENGLAND.

(1) Every scholar shall, on reaching England, at once present himself at the office of the Gilchrist Trust and report his arrival. He shall be provided with an official certificate of identity signed by the Registrar of the University by whom he is selected, or by a Secretary or Under Secretary to Government.

(2) Every scholar shall on arriving in England, or at latest within four weeks from his arrival, submit for the approval of the Gilchrist Trustees a statement showing the general course of study he proposes to follow; and specifying the University or College to which he proposes to proceed. After consideration of such statement the Trustees will decide at what University or Science or Technical College in Europe the scholarship shall be tenable, and will prescribe the course to be gone through and the degree or diploma to be obtained. Every scholar shall at once take steps to enter himself at the University or College which the Trustees shall have approved. The course finally prescribed by the Trustees shall not be changed without their sanction.

(3) Every scholar shall at the end of each University term, send to the Secretary of the Gilchrist Trust a certificate from the proper College or University authority showing that his residence, conduct, and progress in study have been satisfactory during the term.

(4) Every scholar shall at all times obey such instructions as he may receive from the Gilchrist Trustees.

(5) Subject to a due compliance with the above conditions, the allowance at the rate of £200 a year for three years, will be paid quarterly, in advance, by the Gilchrist Trust, commencing from the date when the scholar reports his arrival in England.

(6) Every scholar will forfeit his scholarship who, not being disabled by illness or prevented by any other cause which the Gilchrist Trustees may consider sufficient, fails to complete a residence of three years in Europe, or who is guilty of misconduct or disregard of the orders of the Gilchrist Trustees. If a scholarship be forfeited, the scholar will lose his claim to a free return-passage to India.

The Trustees reserve to themselves the power of dealing with all cases not provided for in the foregoing rules and regulations.

The foregoing scheme shall be subject to revision from time to time; the Trustees reserving to themselves the power of altering the conditions of the scholarships, or of altogether withdrawing them if they deem it expedient to do either. But no change will be made in such a manner as to affect the interests of students already appointed to scholarships, or in any case without twelve months' notice.

GILCHRIST INDIAN SCHOLARSHIPS.
Draft Scheme, June 1889.

1. The Ceylon scholarship to be separated from the Indian scholarships.
2. The Indian scholarships to be raised to £200 a year, and to be tenable for three years at any University or any Science or Technical College in Europe (approved by the Trustees in each case), on condition that the scholar shall undertake to go through the course and pass the examinations necessary for obtaining a definite Science degree or diploma (prescribed by the Trustees in each case).
3. The Matriculation Examination of the London University to be no longer the test examination for the Gilchrist Indian Scholarships.
4. Three scholarships to be given in rotation to the Universities of Calcutta, Bombay, and Madras.
5. The University to nominate the Gilchrist scholar from among the more distinguished graduates of the three preceding years. Of those, the graduate to be selected who has done especially well in Science or Mathematics, and is desirous of pursuing - and most likely to benefit by - a further course of scientific study in Europe. Provided that no person holding a Government of India scholarship, tenable in England, shall be eligible.
6. A fourth scholarship to be given every third year on like conditions to the Universities of Punjab and Allahabad jointly, leaving the choice between the candidates whom these two Universities may nominate to a responsible official in India (either the Viceroy himself or his Home Secretary, for example).
7. In arranging a rotation for the three older Universities, it would be well to avoid giving to either of them a Gilchrist scholarship in the same year as a Government scholarship. This can readily be accomplished for the first few years at all events by adopting the following rotation:—

Rotation of Scholarships.

Government (as stated by Sir A. Macpherson).	Gilchrist (Proposed).	Government (as stated by Sir A. Macpherson).	Gilchrist (Proposed).
Allahabad	1889.	Allahabad	1894. ... Calcutta.
Madras		Madras	
Punjab	1890.	Punjab	1895. ... Bombay.
Calcutta		Calcutta	
Bombay	1891. ... Calcutta.	Bombay	1896. ... Madras.
Allahabad		Allahabad	
Madras	1892. ... Bombay.	Madras	1897. ... Calcutta.
Punjab		Punjab	
Calcutta	1893. ... Madras.		
Bombay			

The scholarship to the Universities of Punjab and Allahabad would unavoidably be given occasionally in the same year as a Government scholarship to one or other of these Universities. The first scholarship to Punjab and Allahabad, as well as the first to Calcutta, may be given in 1891.

8. Professor James Stuart, M.P., one of the Gilchrist Trustees, proposes personally to see each Gilchrist scholar from India as soon as possible after he has reported his arrival at the office of the Trustees, and to advise him upon the course he may propose to pursue, and the University or College to be selected for this purpose, with a view to obtaining the requisite Science degree or diploma. On receiving Professor Stuart's report and advice, the Trustees will prescribe what this course and degree or diploma shall be in each case.

GOVERNMENT ORDER.

Government Normal School masters transferred to Local Boards.

—On consideration of the papers read above, His Excellency the Governor in Council thinks that there is good ground for the conclusion that the Local Fund Normal Schoolmasters in question were transferred from Government employ to service under District Boards in the interests of the public service, and therefore resolves to sanction their formal transfer to Local Fund service, with retrospective effect from the dates on which they joined that service. The usual pensionary contribution on their behalf will be paid by the District Board concerned under Section 42 (1) of the Local Boards Act and No. 84 of the Local Fund Rules.—G.O., No. 2802 L., of 29th November 1889.

PROCEEDINGS OF THE DIRECTOR OF PUBLIC INSTRUCTION.

Managers of High Schools.—Managers of High Schools will no longer be required to correspond with the Inspectors through the Assistant Inspectors.—*Pro. No. 121, dated 10th January 1890.*

Circular Memo.—With reference to Proceedings No. 667, dated 10th February 1888, communicating G. O. No. 59, Educational, dated 26th January 1888, the Inspectors of Schools and Inspectresses of Girls' Schools will be good enough to report, as early as possible, after consulting with Presidents of District Boards and Assistant Inspectors of Schools, on the working of the rule reducing for two years the rates of fees prescribed in Article X (c) of the School Fee Notification for the primary departments of Boards' Middle Schools in backward districts by 25 per cent. and authorising the levy of three-fourths of the above reduced rates in private schools in such districts. In case it is considered that the above temporary concession should, in the interests of primary education, be continued, the period by which the original sanction should be extended should be clearly stated.

The G. O. quoted above is printed on page 128 of the Madras Educational Calendar and Directory, 1st Edition.—No. 920, dated 20th January 1890.

School Fees.—Read again Proceedings, dated 16th April 1889, No. 3422.

Read also replies from Heads of Colleges, &c.

Two points are raised in the foregoing papers, the one relates to the granting of receipts, the other to the granting of acquittance certificates.

The decisive opinion given by the gentlemen consulted shows how imperfect are the provisions of the clauses of the Notification concerned, and that without a thorough revision, the difficulties which exist cannot be rectified. The revision, however, of important provisions of the Notification is out of the question, whilst on the other hand it is impossible to give a ruling which will not conflict with some provision and thus complicate instead of clear up the obscurities of the Notification.

In these circumstances, the Director merely records his opinion that it is but right and proper that Managers should, as some of the best Managers already do, give receipts to each pupil for every instalment of fee paid; and that Managers should, whenever the demand is made by a competent person after the working days of a term have closed, whether before the 1st January or 1st July as the case may be, or at any later period, grant acquittance certificate readily and freely; and that they are bound not to take advantage of the indefiniteness of the Notification in order to keep pupils and check migration. As the Notification stands, the contract between a pupil or his guardian and the Manager of a school is for six months at a time only, and his contract cannot, in the Director's opinion, be held to have been renewed until a pupil has actually taken his seat or place, or done some other overt act from which it may be assumed that his intention is to renew and continue his connection with the school.

In conclusion, he would remark, with reference to the expediency of granting receipts, that without these it is very difficult for a candidate for admission to satisfy a Manager that he has paid all fees due to his former school (Article IX); an acquittance certificate is a document covering wider ground than a receipt, as the wording clearly indicates. A pupil should be able to prove payment of fees due, without being required to furnish the other information included in the acquittance certificate.—*Pro. No. 276, dated 15th January 1890.*

Local Fund Salary Results Schools.—Read the following letter from the Inspector of Schools, Northern Circle, to the Director of Public Instruction, dated Vizagapatam, 14th November 1889, No. 3187:—

In submitting herewith letter No. 3793, dated 1st November 1889, from the Assistant Inspector of Schools, Second Division, in re the amount of result payments to Board Salary-results schools, I beg you will be good enough to pass early orders on the question raised in it.

In your Proceedings No. 5545, dated 4th July 1889, you were pleased to rule that the remuneration for results, to Board Salary-results schoolmasters were to be regulated exclusively by the provisions of Chapter III of the Grant-in-Aid Code including the provision as regards the estimate limit (Rule 57, Chapter III).

In connection with this, I beg to point out that effect cannot be given to the above ruling as no estimate of results remuneration is made and approved and sanctioned as in the case of grants to results schools, or Provincial results grants to Local Board Schools, for which E. reports are submitted, and G. statements published in the Gazette. The only estimate of the results remuneration to masters in Board schools that is now published is the amount entered against each school in column 21 of Statement IV of Local Board budgets; but this amount, I beg to point of, includes the results portion of the stipends of masters not only from Local Fund but also their share of the grant from Provincial Funds: there is thus no estimate to the results portion of stipends from Local Funds alone published any where.

Apart from this it would not be quite fair to the masters to accept this amount entered in Statement IV of Local Board budget as the estimate, as it will appear from any budget that these figures are given in round numbers by Sub-Assistant Inspectors, the same amount being entered against a number of schools, showing that the estimates have not been arrived at after the same elaborate calculation as pure results grants to schools: I should therefore think that while the procedure laid down in Chapter III for arriving at estimates of grants for results schools is not followed in respect of result payments in Salary-results schools, the provision as regards the estimate limit should also not be followed.

Again in the case of Government Salary-results schools, the results portions of masters' stipends are subject to no limit and the same is the case with schools under all Taluk Boards, except Rajahmundry, whose President's objection was the occasion of the ruling in your Proceedings No. 5545, dated 4th July 1889, quoted above.

To avoid delay in payment, I shall follow the former practice of passing grants irrespective of estimates except in the case of grant bills of schools under the Rajahmundry Taluk Board, which I shall reserve for disposal until I receive your orders on the letter. If, however, you think this estimate limit provision should be applied to all schools, Government or Local Board, I request you will kindly telegraph to me to postpone passing grant bills, pending the receipt of detailed instructions.

The answer to this question is that the Inspecting officers must follow the rule laid down by the Board, i.e., if a Board lays down a rule that an estimate is to be fixed for the results remuneration payable from Local Funds, then the grant must be passed subject to such estimate; but if the Board fix no such estimate, as in the case of Provincial salary results schools, the total grant earned by a school at the percentage fixed to be paid should be passed.

If the former course is adopted which, however, is not the course the Director thinks the best, the figure fixed for results grants for each school in Statement IV of the budget should be regarded as the sanctioned estimate.—Pro. No. 10567, dated 5th December 1889.

Report on Muhammadan Education for 1888-89.—The Sub-Assistant's report is very useful and is full of information, but is rather deficient in arrangement. The general statistics of Muhammadans should have been introduced in the notice of each district.

The number of schools examined during the year was 149 and that of scholars 4,941, the corresponding figures for 1887-88 being 94 and 2,872. The appreciable advance is due chiefly to schools in the districts of Vizagapatam (Northern Circle) and in the Tanjore, Trichinopoly, Dindigul and Panagudi towns in Southern Circle, having been examined under special orders in addition to the districts under the Sub-Assistant's usual supervision.

NORTHERN CIRCLE.

Vizagapatam District.—Special efforts were made during the year in the Vizagapatam district to push forward the education of Muhammadans. The Municipal Muhammadan school at Vizagapatam contains a fairly qualified teaching staff, a state of things rare in Muhammadan schools, and it acquitted itself very satisfactorily at inspection. The Municipal Girls' schools should, however, be placed in charge of a competent Headmaster. The liberal provision the Municipality have made for the education of Muhammadans is highly creditable to that body. The Director is glad to learn that the Chairman of the Bimlipatam Municipality intends

sending a Muhammadan teacher for training at the Madras Normal school. The school maintained by the Vizianagram Municipality is reported to have produced satisfactory results, but the erection of a suitable building for the school is absolutely necessary. The Director is prepared to give substantial aid from Provincial funds. The attention of the Vizianagram Municipality is also drawn to the remarks of the Sub-Assistant in paragraph 8 of his report, regarding remuneration to teachers. The other school in the Municipality is maintained by the Maharajah. It would be better if the Anjuman take charge of the school. The results of the grant examinations were satisfactory, though the absence of pupils presented for the Fourth standard is an indication that the education given in schools is only of the most elementary nature. The active interest which the Anjuman take in education is very encouraging. The progress of Muhammadan education in the rural parts seems to be chiefly due to the praiseworthy efforts of this body. The appointment of a Muhammadan Inspecting Schoolmaster was a step in the right direction, and will greatly help forward primary education. The Director believes that the Sub-Assistant has not sufficient grounds for saying that there are no indigenous schools in the district. It is hoped that the Anjuman will take steps to collect definite information as regards this class of schools.

Kistna District.—The Municipal salary results school at Masulipatam as well as the Noble Branch Muhammadan school continue to be conducted efficiently. The want of a suitable building for the latter school is specially brought to the notice of the Mission authorities. The action of the Guntur Municipality in reducing the rates of grants to Muhammadan teachers by one-fourth was irregular, and it is hoped will not be repeated. The education of girls in the Municipalities of Masulipatam and Guntur, the Director is glad to find, is well looked after by the Church Missionary, the Church of England Zenana Mission and the American Mission societies. The Director does not understand the decline in attendance in the American Mission Girls' school at Guntur under Miss Dryden's superintendence. The working of the Industrial Girls' school newly started in the town will be watched with great interest. The schools in the rural tracts did not produce satisfactory results, though individual schools, such as that at Addepalle, where the teachers were efficient and devoted to their work, fared well. It is encouraging to learn that several pupils were presented for the Fourth and higher standards. The figures for grant examination should have been compared with those of the previous year.

Kurnool District.—All the taluks in the district were not visited during the year. The excellent condition of the Madrasa-i-Shamsai reflects great credit on Moulvai Abdul Aziz. It is hoped that the Municipality of Kurnool will treat the school with liberality, as it is worthy of every encouragement. The absence of Muhammadan lads in the High school is a matter of deep regret. The appointment of a Muhammadan Inspecting Schoolmaster is very desirable.

CENTRAL CIRCLE.

Madras.—The working of the Muhammadan Normal school is reported on generally by the Sub-Assistant. The larger number of students recommended for local stipends is noted with special pleasure. It is regretted that the District Board and Municipality of Trichinopoly refused to sanction any stipends. Municipalities should also be urged to send pupils for training. The suggestion for the formation of a boarding house in connection with the school is good, but this might with great advantage be taken up by the Anjuman. The Anjuman Industrial school was conducted satisfactorily and is becoming a well-organised institution. The six salary results schools at Madras were in an improving condition. Government have recently sanctioned the opening of another school. Proposals have been made for, for increasing the number of such schools and reorganizing them. Attempts seem to have been made in some of the schools to present pupils in object lessons and drill exercises; but the teachers should be made to attend the Normal school occasionally and learn how these lessons are conducted. They should, if possible, be trained in drill and gymnastics sufficiently to earn a 2nd-class certificate. The Inspecting schoolmaster, as he has only a few schools in Madras, should pay at least 8 visits in the year to each school. He should also attend the Normal school and learn how to teach object lessons and conduct drill exercises.

Chingleput.—There is a large population of Lubbays in this district who speak only Tamil. They should be encouraged to attend schools for Hindus in localities where there are no schools intended mainly for Muhammadans. Attempts should be made to bring the indigenous schools in the district under departmental influence.

Nellore District.—The Nellore Municipality has a large Muhammadan population. A separate Fourth-standard salary results school for Muhammadans is desirable. A

Hindustani school is maintained at Venkatagiri, a town with a large number of Muhammadan inhabitants; but the school is reported to cost only Rs. 4 per mensem to the Rajah by whom it is maintained. It is not stated whether the results grants are given to the teachers. It would be better if the school is organized on the salary results system and the teacher is sent to be trained. In paragraph 61, the Sub-Assistant gives a list of Yeomials held in the district and states that the original purpose for which these were intended, has not been carried out. The attention of the Board of Revenue will be drawn to this subject.

Bellary and Annatapur Districts.—The two salary results schools in the Municipality of Bellary showed satisfactory progress during the year. There is a very large Muhammadan population in the Adoni Municipality, and yet the Municipal Muhammadan primary school contained only 29 pupils on the rolls. The school, moreover, was not in a satisfactory condition, important subjects such as hand-writing were neglected. The other school in the town was ill-accommodated and ill-taught. It is hoped that the Municipality will pay particular attention to the educational condition of Muhammadans. The Director is glad to find that proposals have been made to the Boards concerned to open salary results schools in the Bellary taluk and also in those of Hindupur and Dharmavaram taluks in the Anantapur district.

Cuddapah District.—Only three taluks were visited in the Cuddapah range. The Municipal Primary school at Cuddapah, which has ceased to be worked in connection with the High school, did not produce satisfactory results. The Headmaster should be a trained Muhammadan teacher. There is much room for improvement in the condition of school in rural tracts.

North Arcot. The Municipal middle school in Vellore seems to have been conducted efficiently under the present Headmaster. It is very necessary that the teachers in this school should undergo Normal training. There seem to be no signs of improvement in the Yeomiah school, Arcot. The Sub-Assistant suggests its removal to Melvisharam, but this step is not likely to meet with the approval of the Board of Revenue. The District Board may, however, be asked to open a school at the latter place. The Yeomiah school at Maikuppam was also in an unsatisfactory condition.

SOUTHERN CIRCLE.

Only schools in the Tanjore, Trichinopoly and Dindigul Municipalities and two schools in the town of Panagudi in the Tinnevely district were visited by the Sub-Assistant. The Anjuman at Trichinopoly will, it is hoped, follow the excellent example set by that in Vizagapatam in promoting education. The Director regrets to learn that the Dufferin Muhammadan Middle school declined in strength and that the boarding school in connection with the school has collapsed.

General Remarks.—Taking all things into consideration, there has been progress during the year, one of the most satisfactory features being the readiness with which a number of indigenous schools have come under inspection. The adoption of the departmental standards of study, the proper maintenance of registers, &c., have not been universal, but allowance must be made for the nature of Muhammadan indigenous schools. An improvement in this direction will doubtless be brought about if the Muhammadan teaching agency is better qualified. The Director has made proposals to Government for providing the Northern and Southern circles each with a Sub-Assistant Inspector for Muhammadan schools, and should they be sanctioned, he believes that the progress in education amongst Muhammadans will be generally accelerated.—*Pro. No. 9877 of 15th November 1889.*

Normal Department, St. Joseph's College, Trichinopoly.—This is a new institution opened in the early part of the year and is therefore still defective in organization. The arrangement made for the Practising department is far from satisfactory, and Mr. Bickle's suggestions in paras. 5 and 6 of his letter, which are generally endorsed, are referred to the Manager for remarks.

The Inspector's remark that only one of the Normal students was an F. A. does not appear to be correct for column 8 of table (c) of the report shows that six had passed the above examination. In the case of the 8 students who have no appointments, either permanent or provisional, in any school, the Inspecting officers as well as the Managers should see that they duly fulfil the conditions of the bond they have executed by serving as teachers for the prescribed period. A register giving the history of the ex-students should be opened next year. It should be kept in the prescribed form. Out of 15 Normal students, 12 were Brahmans and three Native

Christians. The Normal department should be made more representative and not confined to these classes alone, whilst the proportion of Native Christians should be increased.

Considerable attention should be paid to black-board exercises and to the physical training of the students. The criticism lesson given at inspection was also not conducted satisfactorily. The Practising department produced very poor results at inspection. The First Assistant should also be a normally trained man. It has already been ruled in Proceedings No. 10300, dated 26th November 1889, that the construction of globes and abaci might be confined to Primary Normal students but that map-drawing should be practised by Lower Secondary students also. The attention of the Headmaster and his Second Assistant should be drawn to the remarks of the Inspector regarding their teaching.—*Pro. No. 376, dated 16th January 1890.*

Hindu High School, Masulipatam.—The attendance rose from 174 to 265, the increase being appreciable in the two highest classes. Brahman students preponderated in the school; the number of Muhammadan pupils and children of artisans bore a very insignificant proportion to the total attendance.

The percentages of passes secured at the Matriculation and Middle School examinations of December 1888 were very fair, but the results obtained at inspection were either middling or indifferent, and in a few cases poor or very poor. Better results should have been produced, as the teaching staff is numerically strong and consists of well-qualified teachers. The Headmaster should endeavour to remedy the several defects pointed out in table (g) of the report.

The school should be provided with the necessary maps, and one of the rooms reported to be dark should be better ventilated. The scanty use made of the library by the students is not satisfactory. The pupils, especially of the higher classes, should be advised to devote a portion of their time to general reading.

The school appears to have been almost self-supporting during the last official year.

The absence of unhealthy rivalry between this school and the Noble College is very creditable to the Managers of both the institutions.—*Pro. No. 635 of 16th January 1890.*

Harris High School, Royapettah.—The report shows that the work of the teachers during the year was generally satisfactory. The Manager's attention is invited to the Inspecting officer's opinion of the teaching capacity of M. Abdulla Sahib and M. Sikhandar Baksh. It is very desirable that these teachers should undergo training.

The results of the Matriculation Examination held in December 1888 were very satisfactory compared with those of the previous year; but the percentage of passes at the Middle School Examination, though somewhat higher than that attained in the preceding year, was still not as good as might be wished. At inspection, the school produced very fair results on the whole. The gymnasium was better attended during the year. It is hoped that the library will be improved on the lines suggested by Dr. Duncan on page 13 of the report and that the school will be provided with the necessary physiological charts and diagrams.

The Director observes that during the past official year the Church Mission Society had to bear about 40 per cent. of the total cost of the school. If trained teachers were employed, this proportion would be considerably reduced.—*Pro. No. 632, dated 16th January 1890.*

St. Mary's College.—The total cost of the institution was Rs. 9,212, of which 52 per cent. was met from fees and 10 per cent. from Government grant; the remaining cost fell on the Manager. The Director is prepared to increase the proportion of aid, if trained and certificated teachers of suitable attainments are employed. He offers this additional assistance, because the teaching staff is not adequate for a Second-grade college and because the proportion of cost devolving on the Mission is unduly heavy. The appointment of a Science or Mathematical graduate is very desirable. There is only one graduate on the staff. The teachers referred to on page 7 of the report should qualify for Ordinary certificates. Still, judging from the results of the public examinations, the work of the teachers employed in the College department was on the whole satisfactory.

The increase in attendance from 237 to 305 is noted with especial pleasure, as also the large proportion of Native Christians which has risen from 18.9 to 25.9 per

cent. in one year. In the College classes, there were 14 pupils, seven in each of the two classes against one in the Eighth class in the previous year, and six in the Seventh. It is hoped that the attendance in the College department will increase further. Last year the expediency of retaining the College was doubted. It is a pleasure to find that that opinion seems to demand reconsideration more especially in view of the raising of the standard of general education for the Public service. The majority of pupils are Eurasians.

For the F. A. examination, only one pupil was presented and he was not successful. The results of the Matriculation and the Middle School examinations were, however, very satisfactory. At inspection, the school produced fairly good results.

It is desirable that a Reading room should be formed in connection with the College. There is no accommodation for a play-ground, but it is hoped that the College authorities encourage field games in the Fort maidan and elsewhere. More attention, it seems, should be paid to gymnastics. *Pro. No. 647 of 16th January 1890.*

Noble College, Masulipatam.—The Director is glad to note that during the year under report two of the uncertificated teachers qualified for Ordinary certificates. N. Adinarayanamurti, whose work is reported to be not altogether satisfactory, should be sent to the Teachers' College for training. It is noted that a young and efficient man has been appointed as Telugu munshi.

The total attendance remained stationary; but there was a diminution in the strength of all the classes from the Fifth downwards. The large number of absentees at inspection, as well as the decline in the number of Muhammadan youths since last inspection, should have been explained.

The percentage of passes in the Matriculation examination was much above the average. The Middle School examination results were also above average. The results produced at inspection can only be characterized as middling. Every endeavour should be made to remedy the defects pointed out in table (g) of the report. The admission register should be carefully maintained. The use made of the library during the year seems unsatisfactory. General reading should be made encouraged as much as possible. It is satisfactory to note that the physical training of the students received much attention. A special competition in gymnastics and games was organized between the Noble College and the High School by Rev. Mr. Clarke. It is hoped that the competition will be repeated every year.

The Director is glad to note that it is under contemplation to open B. A. classes in the College from the beginning of the current year. If, as proposed, the institution is raised to the status of a First-grade College, the teaching staff should be very materially strengthened.

About 42 per cent. of the cost of the institution during the past official year was borne by the Church Mission Society. The proportion of the charges met from fees is not very encouraging.

The generally efficient condition of the College is creditable to Mr. Clarke and the present staff of teachers.—*Pro. No. 648 of 16th January 1890.*

Bishop Corrie's Grammar School.—The Director is glad to note that this institution acquitted itself very creditably at inspection as well as at the public examinations of 1888, with the exception of the Middle School examination, in which the results obtained, though fair, did not compare favorably with those of the previous year. The Inspector refers specially to the excellent discipline and order throughout the school which is highly creditable to Mr. Foley. The average daily attendance was also very satisfactory. The Principal's attention is invited to the Inspector's suggestion that "J. H. Webster should be sent to the School of Arts." In a school of this nature, the subject of Drawing should certainly form a part of the curriculum. It is satisfactory to note that a library is in course of formation.

It is observed that only 71 boys were receiving instruction in gymnastics out of a total attendance of 239.

The teaching staff is efficient, comprising as it does, a number of experienced teachers. As recommended by Dr. Bradshaw, Messrs. Viut and Hart should be instructed to qualify for Ordinary Certificates at an early date.

The income from fees during the past official year covered nearly 70 per cent. of the cost of the teaching staff and establishment. Table (a) should have been correctly balanced.

The general condition and success of the school in the various examinations is very creditable to the Rev. Mr. Foley.—*Pro. No. 641 of 16th January 1890.*

EDUCATIONAL NOTIFICATIONS.

GAZETTE NOTIFICATIONS.

Port St. George Gazette, January 28th, 1890.

No. 17.—Surgeon-Major W. Price, M.D. to act as Professor of Surgery, Madras Medical College during the absence of Surgeon-Major W. R. Browne M.D., on furlough or until further orders.

Port St. George Gazette, Tuesday, February 11th, 1890.

M.R.Ry. K. S. Rama Rau Avergal, B.A., Headmaster, Government College, Calicut, to act as Third Lecturer, Kumbakonam College, vice M.R.Ry. N. Vaidyanadha Aiyar suspended.

Mr. P. E. Messinier, Second Assistant, Teachers' College and Acting Assistant Inspector of Schools, Sixth Division, to act as Headmaster, Government College, Calicut, during the employment of M. R. Ry. K. S. Rama Rau on other duty, or until further orders.

M.R.Ry. P. Vedantha Chariyar Avergal, B.A., Assistant Inspector of Schools, First Division (on furlough) to act as Assistant Inspector of Schools, Sixth Division, during the employment of Mr. P. E. Messinier on other duty, or until further orders.—To join at once.

APPOINTMENTS, LEAVE, &c.

By the Director of Public Instruction.

The Acting Director is pleased to grant M.R.Ry. D. S. Krishnaswami Aiyar, B.A., Sub-Assistant Inspector of Schools, Trichinopoly Range, privilege leave for 32 days, with effect from the date of his relief, and to appoint, subject to the approval of the President, District Board, Nilgiris, M.R.Ry. T. K. Venkata Rau, Inspecting Schoolmaster, Nilgiris, to act as Sub-Assistant Inspector of Schools, Trichinopoly, in the 3rd class, during the absence of D. S. Krishnaswami Aiyar on leave or until further orders.—*Pro. No. 1287 of 7th February 1890.*

The Acting Director is pleased to grant Muhammad Azam Sahib, B. A., subject to submission of the usual declaration, privilege leave for two months and a half, under Article 306 (b) of the Civil Service Regulations, with effect from the date of his availing himself of the leave, and to appoint Mr. J. W. Coombes, B.A., L. T., Probationary Assistant, Teachers' College, Saidapet, to act as Headmaster, Madrasa-i-Azam, during the absence of Muhammad Azam Sahib on leave or until further orders.—*Pro. No. 909 of 29th January 1890.*

The Acting Director of Public Instruction is pleased to make the following appointments:—

M.R.Ry. A. Subba Rau, B.A., Second Junior Assistant Professor, to act as First Junior Assistant Professor, Presidency College, during the employment of Mr. O. T. Hensman on other duty.

M.R.Ry. D. J. Winfred, B.A., Fourth Assistant Lecturer, Kumbakonam College, to act as Second Junior Assistant Professor, Presidency College, vice M.R.Ry. A. Subba Rau.

M.R.Ry. S. T. Kallapiran Pillai, B.A., Sixth Assistant Lecturer, and Acting Fifth Assistant Lecturer, Rajahmundry College, to act as Fourth Assistant Lecturer, Kumbakonam College, vice M.R.Ry. D. J. Winfred.—*Pro. No. 877 of 29th January 1890.*

The Acting Director is pleased to grant M.R.Ry. K. Sankaraya Pantulu, Acting Sub-Assistant Inspector of Schools, Vizianagrum range, leave on medical certificate for 3 months, with effect from the date of his relief, and to appoint, subject to the approval of the President, District Board, Vizagapatam, M.R.Ry. M. Venkanna Pantulu, Head Master, Board High School, Palkonda, to act as Sub-Assistant Inspector of Schools, Vizianagrum range, in the third class, during the absence of M.R.Ry. Sankaraya Pantulu on leave or until further orders.

As M. Venkanna Pantulu is a Local Fund servant, he can draw, under Article 79 of the Civil Service Regulations, a salary not exceeding the pay of his substantive appointment plus one-fifth of the pay of a third-class Sub-Assistant Inspector, or Rs. 70 in all.

As it will cause much inconvenience during this season of the year, when the inspection work to be gone through is very heavy, to permit Sub-Assistant Inspectors of Schools to absent themselves on leave, the Inspector of Schools, Northern Circle, is requested to be good enough not to entertain, except as very special cases, any applications for leave from the Sub-Assistant Inspectors of Schools in the circle.—*Pro. No. 879 of 29th January 1890.*

**List of Subscriptions received by the Superintendent,
L. A. Press, Madras, on account of the "Journal of Education,"
from 30th January to 26th February 1890.** RS. A.

Head Master, L. F. High School, Dharapuram	...	for 1889...	4 10
President, Taluq Board, Kasargod and Upinangady, from Dec. '89 to Nov. '90...	...	...	9 0
President, District Board, Salem	...	for 1890...	4 8
Head Master, Feeder Middle School, Madara	...	do. ...	4 8
W. Juganatham Pantulu Garoo, Mandesa...	...	do. ...	4 8
N. P. Soobramania Iyer, Esq., Negapatam	...	do. ...	4 8
Head Master, Government English School, Hndikeri	...	do. ...	4 8
S. Shamanna, Esq., Bangalore...	...	do. ...	4 8
Head Master, A. V. High School, Triplicane	...	do. ...	4 8
President, Taluq Board, Aryalur	...	do. ...	4 8
S. Rungiah Chetty, Esq., Madras	...	do. ...	4 8
Manager, Devaswam Middle School, Peruvamba	...	do. ...	4 8
P. Krishnama Charry, Esq., Chittoor	...	do. ...	4 8
Manager, Mission Middle School, Mulki	...	do. ...	4 8
C. G. L. Narasimham, Esq., Vizagapatam	...	do. ...	4 8
Chairman, Municipal Council, Ellore	...	do. ...	4 8
Head Master, Shimoga College, (by A. G. King, Esq.)	...	do. ...	4 8
President, Taluq Board, Hospet	...	do. ...	4 8
J. S. Martyn, Esq., Ongole	...	do. ...	4 8
President, Taluq Board, Atmakur	...	do. ...	4 8
Head Master, High School, Guntoor	...	do. ...	4 8
President, Taluq Board, Namakul	...	do. ...	9 0
President, Taluq Board, Vellore	...	do. ...	4 8
Head Master, High School, Cuddapah	...	do. ...	4 8
T. Lakshminarasimha Row, Esq., Shimoga	...	do. ...	4 8
Rev. J. L. Wyatt, Trichinopoly	...	do. ...	4 8
Rev. H. C. Velte, Lahore	...	do. ...	4 8
B. Paul, Esq., Hyderabad	...	do. ...	4 8
President, Taluq Board, Cuddalore	...	do. ...	4 10
President, Taluq Board, Parvatipur	...	do. ...	4 8
Tripati Suryanarayana Row, Esq., B.A., Bobbili	...	do. ...	4 8
Head Master, F. C. Mission, High School, Chingleput	...	do. ...	4 8
Principal, Rajaram College, Kolhapur	...	do. ...	4 8
Manager, Lutheran Mission Central School, Tranquebar	...	do. ...	4 8
Manager, Catholic High School, Coimbatore	...	do. ...	4 8
President, Taluq Board, Pennkonda	...	do. ...	4 8
President, District Board, Tinnevely	...	do. ...	4 8
G. S. Saishah, Esq., Rannad	...	January to June 1890...	2 8
Rev. T. Paesler, Tanjore	...	do. do. ...	2 8
Surampudy, Vissamraza Attili, Tanuku (in part)	...	for 1890...	2 8
P. Chokko, Esq., Manjeri (Balance)	...	do. ...	0 8
Sub Assistant Inspector of Schools, Vellore Range (2 copies) for Jan. 1890...	...	...	1 0
Secretary Literary Society, Salem	...	for Jan. and Feb. do. ...	0 12
P. K. Joseph, Esq., Caukanore	...	V. P. 1 copy for Jan. do. ...	0 11
Mr. D'Cruz, Madras	...	1 copy for Feb. do. ...	0 8
Messrs. Srinivasa Yadaacharry & Co., Triplicane	...	do. do. ...	0 8
Rev. Mother Superior, Nazareth Convent, Ootacamund	...	for 1890 ...	4 8

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Journal of Education

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Vol. IV.]

APRIL 1890.

[No. 4.]

THE JOURNAL.

Our subscribers will note that this issue contains two extra formes, that is 64 pages instead of 48, and that the postage on it is double. We spare no pains to make the *Journal* worthy in every way of public support but we must confess that, so far, we have not met with the amount of encouragement that we might reasonably expect from educationists.

After a most careful scrutiny of the accounts for the last three years we find that, as far as the Editor is concerned, he has had his toil for his reward, and has been considerably out of pocket. May we ask all those who value the *Journal* to do whatever lies in their power to increase its circulation.

In writing of the *Journal* in its issue of January 4th last, the *Madras Mail* said:—

"The issue of the first number of a fourth volume of the new series of the *Madras Journal of Education* affords us an opportunity of again testifying to the excellence of this little periodical. The good which it has done and is capable of doing from an educational

point of view has been fully admitted by Government. In a Government Order of the 22nd November last the following remarks are made, "the Government recognise the usefulness of the Journal as an Educational record, and as a means of disseminating information interesting to educationists. It will be sufficient to continue to supply it as at present with official papers and information, and to subscribe liberally, a larger number of copies being taken if necessary." In the Preface to this fourth volume it is remarked that the volume for 1889 contains 600 pages, or 216 pages in excess of the regulation quantity of matter. It is now proposed to increase the size of the Journal permanently to 48 pages per issue, while the subscription will remain the same. That the proprietors* have been enabled to do this, is proof of the increasing popularity of the *Journal*. In their* preface they say :—

"We shall continue to comment in a temperate, and, we trust, a judicious way on all educational questions of public importance that come before us, and generally to keep our readers fully informed of what is going on in the educational world beyond our gates. Government orders on educational matters, as well as the Proceedings, Rulings and Circulars of the Director of Public Instruction will, as heretofore, be as fully recorded as we can find room for doing in our pages."

The *Journal* always contains interesting matter, and as it steers wonderfully clear of pedantry and pedagogism we wish it every success."

While the Editor personally thanks all who have helped him by subscribing or by contributing literary matter, he must frankly state that in his opinion, considering the fact that there are in this Presidency alone, going by the latest returns, those for 1888-89; no fewer than 36 Colleges, 173 High Schools, and 447 Middle Schools, making a total of 656 Institutions, the number of subscribers is very limited.

At present there are 364 subscribers, taking 410 copies, and 50 free copies are issued to the Press, Free Libraries, Publishers, and Contributors.

Five hundred *bonâ fide* annual subscribers at our present rate would bring in Rs. 2,250. Of this amount at least Rs. 1,800 would go to the Press for printing charges of all

* This is a misapprehension; there is only one Proprietor, who is also the Editor. Ed. J. of E.

kinds, for paper, postage on the *Journal*, and on correspondence, and allowance to the Lawrence Asylum Press for management.

Our present subscription list scarcely enables us to make both ends meet, even with the help of our advertisements. Only through the encouragement afforded us by the Educational Department have we reached our present total number of subscribers. We shall, however, toil on, looking for better days, and relying upon the good will of our brethren.

THE CONVOCATION ADDRESS.

When we were originally made aware that Rai Bahadur P. Ranganadham Mudaliyar, M.A., had been selected by the Chancellor of the University to deliver the annual address at the Convocation of 1890, we, in common with all our contemporaries, felt satisfied that Lord Connemara had made an excellent choice and that Mr. Ranganadham would more than justify his selection. Now that we have heard the address, and have it before us in print, we are able to congratulate Mr. Ranganadham upon the way in which he discharged what is at all times a trying task.

It is hard to find anything new or fresh to say on any subject in these days, and in an address to Indian graduates,—especially when that address is the thirty-third of a series,—it is no easy matter to avoid repetitions and platitudes. We think Mr. Ranganadham's address is marked by sound sense and a strong desire to say what may prove of real use to his hearers, if only they will heed it. At our request Mr. Ranganadham has carefully corrected his address for our pages, and our readers have it before them in a shape which will permit of their closely studying it.

The deliverer of the address, who is the Professor of Mathematics at the Presidency College, naturally endeavours to magnify his office. He tells us that he has noticed a decided falling off in the power to grasp the Mathematical problems that are yearly set before candidates, and a tendency,—noted by us in our March issue,—to give up the study of Mathematics entirely at the earliest possible opportunity. He goes on to lay it down, as if it were an axiomatic truth, that the study of Mathematics is essential to a liberal educa-

tion. This matter has long since been discussed and we do not think Mr. Ranganadham has by any means established his point,—though it may be conceded in general way.

For our part we have noticed a similar falling off in the knowledge of English, and certainly to the great majority of our Indian graduates it is of vastly more importance to acquire a thorough mastery over English,—such as Mr. Ranganadham himself has,—than to be good Mathematicians. We have in our mind's eye a graduate of the University of Madras who was an excellent Mathematician, but whose knowledge of English—through which he had to instruct F. A. Classes in Euclid and Trigonometry—was absolutely ludicrous.

We were somewhat disappointed that Mr. Ranganadham should have contented himself with the very briefest reference to the Upper Secondary Examination, as we consider Convocation an occasion when any great and radical changes in the system of education should be dealt with freely and fully.

Mr. Ranganadham's advice to the assembled graduates as to how they should conduct themselves in their relations to Government and to the Press is we think admirable. His own eyes are obviously wide open to the manner in which the native press not infrequently fails in its duty as the interpreter of the intentions of the rulers towards the ruled, and in moderate but forcible language he has instructed his hearers in their duty.

We hope the Graduates of the year and all other graduates who have the best interests of their University, of their own people, and of their country at heart will sit at Mr. Ranganadham's feet as regards this and the other subjects dwelt upon, and learn there how to conduct themselves suitably unto the position to which by the degrees conferred upon them they have attained.

THE IDEAL OF UNIVERSITY EDUCATION.

We have now before us all the addresses delivered at the Convocations of the Bengal, Bombay, and Madras Universities. All the three addresses are essentially practical, but the Rev. Dr. Mackichan's eloquent address at the Convocation of the Bombay University is somewhat local in its interest; for the greater portion of his address was occupied with a review of the present

condition and prospects of the Bombay University, but in the latter part of his address he dwelt on several topics of general interest.

Like his illustrious predecessor, Dr. Wilson, the Rev. Dr. Mackichan has all along taken the warmest interest in the cause of higher education. His educational work, though not so well known as that of Dr. Miller in this Presidency, is highly appreciated by the public in the sister Presidency. Latterly he has been taking a very active part in bringing about certain reforms in the University which are calculated to prove highly beneficial. Dr. Mackichan admits that University education in this country has not been productive of a higher mode of study and that general culture which it is the aim of the University to impart. It suffices not if the student go forth merely with a set of opinions or ideas, quickly accumulated, upon a large variety of subjects. The student must enter life "with a mind trained to think, to examine, to realize the mutual bearings of the many objects of his thinking. The object of University education should be to produce a habit of mind which lasts through life, of which the attributes are freedom, equitableness, calmness, moderation and wisdom." A system of rapid acquirement of ideas is not capable of producing a philosophical habit of mind. One-sided judgments and crude opinions make up the intellectual furniture of such undisciplined minds.

We do not agree with the learned Vice-Chancellor in his depreciation of special studies. He considers there is danger in the premature introduction of specializing,—“A single study is apt to tinge the spirit with a single colour, whilst expansive knowledge irradiates it from many sides with the many coloured lines of thought till they kindle by their assemblage and blend and melt into the white light of inspiration.” The quotation is no doubt effective but equally effective sayings have been uttered with regard to the importance of specializing. If there is anything which has given pre-eminence to the Oxford and Cambridge systems of education it is the encouragement of specialization. The present B.A. curriculum of the Madras University also encourages the study of individual subjects. Still we have every reason to think that the graduates that are now turned out are not in any way inferior to the older graduates even with regard to general culture.

Professor Ranganadham, also, in his address alluded to the “great power of acquisition and the small power of production”

possessed by the Indian student, and this unsatisfactory result he considered was in some measure due to the methods of teaching necessitated "by the demands of the long series of examinations that our young men have to pass, and the small scope allowed for the full play of the intellect." The remedy in our opinion does not consist in the discouragement of special studies but in the adoption of more satisfactory methods of teaching, which will give full scope to the students to assimilate and organize the knowledge acquired.

REPORT ON PUBLIC INSTRUCTION FOR 1888-89.

The Report on Public Instruction for 1888-89 and the Government Order thereon contain some varied and interesting facts regarding the progress of education in this Presidency. During the year under notice there was a decided advance in many respects over the previous year. The number of schools almost doubled and the number of scholars nearly trebled. A feature of the year was the increase in the number of Government schools, the increase in the private schools being larger than in the previous year. Viewed as to districts there has been a steady advance in most of them, notably in North Arcot where there was an increase of 6,769 pupils. Among backward districts were Ganjam and the Nilgiris, in the latter of which, though there was an increase in the number of schools by three, there was yet a fall in the attendance by 14 as compared with the figures of the previous year.

There has been a slight increase in the number of Secondary Schools for boys in both the Upper and Lower Departments. While the Secondary English Schools for girls show an appreciable increase, the Vernacular Secondary High and Middle Schools show a remarkable falling off both in number and in strength, the fall in the Middle Schools alone being 17 in number and 435 in strength. The Primary Schools for boys and girls show an advance both in number and attendance, in spite of the considerable diminution in the Upper Primary Schools for boys. This latter is certainly due, as the Government remarks, to the restriction in the Provincial Grants. The Municipal and Local Boards' Schools improved considerably, during the year and testify to the interest taken in them by the several Municipalities and Local

Boards, besides indicating the further progress that might be made if the bodies concerned were to devote a somewhat closer attention to education.

Turning to other parts of the Report we find that the number of professional and special schools has also largely increased. There are at present 46 training schools for masters. Of the 21 purely industrial schools, Government owns one, Boards own 4, the rest of the schools being private schools, aided and unaided, of which latter alone there are three. It is gratifying to notice that considerable attention is being given in these schools to two really practical and useful subjects, carpentry and carpet-making. We must not omit to mention the admirable Reformatory School at Chingleput which, in the hands of Mr. J. P. Lewis, the Dy. Superintendent, is more than fulfilling expectations.

With regard to the proportion in the distribution of pupils according to classes of population there has been a general advance and particularly among Hindus and Mahomedans. While in 1887-88 the proportion of Hindu pupils to population was 1 to 66, during 1888-89 it rose to 1 to 60. The Native Christian, European, and Eurasian communities also show some advance.

The progress of female education, so far as we have been able to glean from the report, is not as it should be. Just a decade back, when female education was in its infant stage, there were, out of a total 268,379 pupils receiving instruction in Colleges and Schools, 29,282 girls, while in 1888-89 out of a total of 552,152 pupils under instruction only 69,373 are girls. To put the same thing in other words; while in 1879-80 the proportion of girls to school-going pupils was about 1 in 9 in 1883-89 it was not even 1 in 8. Further, while the percentage of boys under instruction to the population of boys of school-going age is 21, that of girls is only 3. This cannot be regarded as being altogether a satisfactory state of things. As Government remarks, an exceedingly long period must elapse before twenty per cent. of the girls of the school-going age are under instruction. The Director seeks to explain this state of affairs by urging the absence of the stimulus of rewards in the way of female education and that the parents of girls do not realise, in the case of girls, the value of intellectual culture and the consequent beneficial effect it would have upon them. Government thinks, —we last month expressed the same views,—that it is not likely that any large

number of women in this country will obtain any of the higher forms of remunerative occupation and that female education must rely on the weaker stimulus supplied by the desire of education for its own sake. We observe also that among the large number of girls attending our schools, excepting, of course, girls belonging to the Native Christian, European and Eurasian communities, there is not even a single Brahmin, Sudra or Mahomedan girl studying above the Lower Secondary Standard. We are, however, glad to note that there are four Vaisya girls that form, as it were, an exception to the general statement just made.

Speaking of special and technical schools, Government particularly notes the want of improvement in the training of masters and mistresses and considers that the remedy should be to make the employment of a certain proportion of certificated teachers a *sine qua non* of state-recognition. This we are sure will lead to better results, and consequent improvement in the tone and character of the instruction imparted.

As for the University Examinations, it goes without saying that the increase in the number appearing for the several examinations does not point to a healthy state of things when a very large number of those entering for these examinations betray a curious ignorance of the subjects in which they seek to pass. The failures in the First in Arts and Master of Arts examinations were particularly noticeable. In the latter only 2 passed out of 9 in 1888-89, (in the previous years 1884-85, and 1885-86, 9 and 8 passed out of 13 and 14) while the failures at the First Arts Examination reached the alarming total of 75 per cent.,—a total failure far outstripped in 1889-90 when only 17 per cent. passed.

In concluding its review of the Director's Report Government remarks that "on the whole, the progress of education during 1888-89 showed a decided improvement on the advance made in the previous year, and reflected credit on the Director and his officers. With the complete removal of the disturbance caused by the School Fee Notification, the provision of a more adequate test for Upper Secondary education than the Matriculation has supplied, and the more consistent enforcement of the essential conditions of recognition, it may be hoped that education will in future improve more rapidly both in quality and extent."

THE AFFILIATION OF COLLEGES.

On the 27th February 1890 the Senate amended By-law 272 by adding to it the words:—

"In the Faculty of Arts, institutions shall be affiliated as second grade or first grade colleges; the former being entitled to enter students for the First Arts examination only, the latter for both the First Arts examination and the B. A. degree examination. First grade colleges shall be entitled to enter students for the B. A. degree examination only in the optional branch or branches for which sanction has been accorded by the Syndicate."

Mr. John Adam has entered the following protest against the resolution:—

"I protest against the resolution, because while introducing more stringent conditions for affiliation and disaffiliation, no provision is made for safeguarding the rights of colleges or for giving the right of appeal or even of hearing. Owing to the peculiar way in which the motions were put before the Senate, it was impracticable to raise any discussion on the merits. It was impossible to frame amendments that should be in order, because the by-laws on which the amendments would naturally fall were excluded from the motion of the syndicate, while the notice was too short to admit of the amendments being brought up as substantive motions.

I believe that the By-laws containing the rules for affiliation should possess provisions such as the following:—

"A refusal of an application for affiliation shall contain a statement of the reasons for refusal, and such refusal shall, with the reasons, be submitted for the consideration and orders of the Governor in Council." (See By-law 60.)

"No College shall be disaffiliated either wholly or in any optional branch or branches or reduced from the First to the Second grade, without due notice, accompanied by a statement of reasons, being given to the College concerned; and any protest made by such College shall be submitted for consideration and orders to the Governor in Council."

I propose to take the earliest opportunity of bringing these amendments before the Senate as substantive motions, and crave that sanction be not given to the amended By-law until these motions have been discussed. No inconvenience will result, as the triennial disaffiliation is just completed, and applications for affiliation are not likely to be made at the present season of the year."

NEWS AND NOTES.

LOCAL AND INDIAN.

The summer session of the Madras Medical College will commence on Wednesday the 9th April.

The next Departmental Examination for Teachers in Method and School-management will be held on Saturday the 21st June 1890.

The annual meeting of the Senate, at which the Syndicate's Report for 1889-90 will be read, will be held about the end of this month.

Mr. H. B. Grigg, Director of Public Instruction, who is still on privilege leave, has gone to Ceylon. He resumes charge of his office on 18th instant.

The Government have, on the recommendation of the Director of Public Instruction, taken under departmental management the Municipal Girls' School, Anakapalle.

The *Madras Educational Calendar and Directory* for 1890-91 has just gone to press, as will be seen from our advertisements, page 2. We shall be glad of suggestions for the improvement of the work.

The Government has, on the recommendation of the Director of Public Instruction, sanctioned the transfer of the Municipal Girls' School at Karur to Government with effect from the first of April 1890.

On Mr. Willock's recommendation, supported by the Director of Public Instruction, Government has sanctioned the establishment of a Government Primary School for boys at Koraput in the Vizagapatam Agency.

We would draw the attention of graduates and others seeking for Masterships and of Managers and Principals seeking Masters to our advertisements, page 24. For the small fee of eight annas we insert a short advertisement twice. We shall feel much obliged to Inspectors of Schools, Assistant Inspectors, and others who may be good enough to send us notice of vacancies for Masters and Mistresses.

We understand that the question as to whether a graduate who has surreptitiously obtained question papers at a University examination

can be deprived of his degree certificate, and, if so, by what authority, has been referred to the Advocate-General for his opinion.

Mr. T. J. Tait, M.A., (Cambridge) son of the well-known Professor Tait of Edinburgh, who has been appointed Professor of English Literature in the Central College, Bangalore, entered on his duties on Tuesday, 1st March. He is a first class Classical and English scholar. He succeeds the late Mr. Piggott whose untimely death we noticed in our columns a few months back.

We regret to have to announce the death of Mr. P. Vedantachari, Third Class Assistant Inspector of Schools, 1st Division. The deceased was a promising officer of the Department and did good service as a Deputy Inspector of Schools from which he was promoted to the Assistant Inspector's Grade. Mr. G. V. Subbarayudu, B.A., is acting in the 1st Division.

The past month has been one of Prize Distributions.—Bishop Corrie's Grammar School, (17th March), the Doveton College, (18th), and Harris School, (27th), have all held their annual meetings. To-morrow (2nd April) at 5-15 P.M., the Madras Christian College, which omitted this ceremony last year, will again hold a meeting for the Distribution of Prizes to its successful alumni.

The Young Men's Christian Association, the local habitation of which is next to the Agra Bank and opposite the new High Court buildings, holds a meeting every Friday evening at which some literary subject is discussed. The first of these meetings was called "An Evening with Browning." Mr. S. Sathianadhan read a paper on Browning as a Poet, and the Rev. Mr. Russell gave some selected readings from his Poems.

This is the second year in succession that no new Fellows have been gazetted. We think that there are several men whom Government might appoint and who would distinctly strengthen the Senate. Among the first names that occur to us are those of Mr. E. H. Elliot, B.A. Mr. S. Sathianadhan, M.A., M.B., (whom it is not too much to call the leading light among Native Christians), and Mr. G. Subramania Iyer, B.A., Editor of the *Hindu*, one of the truest social reformers in Southern India.

Mr. Adam of Pachaiyappa's College has issued a circular regarding a Mainie Historical Society which it is proposed to start. The Society is to

be devoted to research, and the discussion of historical subjects. Membership will, we learn, be open to students of the B. A. classes of the various colleges and to all graduates who may desire to join the Society. The Hon'ble Mr. Justice Muthuswami Aiyar will be the first President of the Society. Messrs. J. H. Stone and C. Ramachendra Row Sahib and the Rev. Geo. Patterson have consented to join the Society as Vice-Presidents.

At last Madras is to have a Free Library and Technical Institute. On Saturday, 22nd March, H. E. Lord Connamara laid, in the presence of a distinguished assembly, the foundation stone of the "Connamara Free Library and Victoria Technical Institute." Some idea of the size of the Library may be gained when we inform our readers that it is intended to hold 180,000 volumes comfortably, and to have two reading-rooms. The site chosen is the Central Museum compound. From what we have seen of the plans, the building will resemble the Museum at Oxford.

We congratulate the trustees of Pachaiyappa's Charities, and Pachaiyappa's Commercial and Technical High School in particular, on the appointment of Mr. A. E. Duchesne, B.A., (Cambridge) to the Headmastership of that important Institution. Mr. Duchesne arrived in Madras on Tuesday, 18th March, and at once assumed charge of his duties. From all we learn a better man for the post could not have been got. He possesses the highest qualifications and we look to see him make his mark as an educationist in this Presidency.

We much regret to learn that Dr. W. H. Wilson, the most energetic Registrar of the University, has been very unwell. He is now progressing favourably. Dr. Wilson does the work of two or three men, and that, after the tremendous strain of the last 4 or 5 months, he should break down is not a matter of surprise. We hope to see the Registrar in his usual place at the annual meeting of the Senate.

The Director of Public Instruction recently invited remarks on the suggestions made by Mr. Marsden regarding the examination of schools for results grants. The consensus of opinion being against the suggestions, the Director of Public Instruction has ruled, in his Proceedings No. 658, 16th January 1890, that to limit an examination for results grant to four hours a day is inexpedient and unnecessary in the interests of the Inspecting officer as well as of the pupils concerned; that the only limits, which he considers should be fixed, are that the examination shall not begin before 7 A.M. nor be continued after 6 P.M.;

that ample time for food and rest shall be allowed to the pupils; and that no pupil shall be kept under examination for a period exceeding the ordinary school hours of his class; that if these rules are carefully attended to, neither the examining officer nor the examinees will be unduly wearied or fatigued. As regards fixing the maximum number of pupils to be examined per hour the Director considers it quite impracticable; and if it were practicable, its adoption seems inadvisable. An Inspector must, he considers, take other and more effective measures for testing the manner in which his subordinates examine, the best of which is to re-examine a school from time to time immediately after it has been examined by the subordinate officer and occasionally to be present when such officer examines. As regards examinations for grants of schools *in situ*, he thinks there is no objection to the assembling of the schools of a village, or of several adjacent hamlets together for purposes of examination, provided the Inspecting officer, whilst the inspection is in progress, visits each school personally and sees the classes actually at work with their teachers.

The following is an analysis of the results in the several optional branches of the B. A. Degree Examination of 1890.

	I. Mathematics.				II. A. Physics.				II. B. Chemistry.				III. C. Biology.				IV. Philosophy.				V. History.				All.			
	I	II	III	Total	I	II	III	Total	I	II	III	Total	I	II	III	Total	I	II	III	Total	I	II	III	Total				
Christian College.	1	1	2	4	2	4	6						1	1	2	4	6	16	22	1	3	5	15	9	10	29	51	
Presidency College.	1	3	3	7					1	5	3	9	1	3	4	8	6	16	22	30	1	3	5	15	4	26	22	50
St. Joseph's College, Trichinopoly.	1		3	4	2	2	4													2	7	9	1	4	12	17		
Kumbakonam College.	1	5	1	7	1	2	3									3	3			1	3	4	1	6	9	16		
Maharajah's College, Trivandrum.	1		1						1	1	2	3				1	3	4								3	10	13
Central College, Bangalore.	1	1	2	3	5	8																						
Rajahmundry College.		4	4		1	1										2	2									4	6	10
St. Peter's College, Tanjore.	2	1	3												1	2	3										7	7
S. P. G. College, Trichinopoly.					4	1	5																			3	3	6
Maharajah's College, Vizianagaram.									1	1						1	1			2	1	3		3	1	4		
St. Aloysius' College, Mangalore.																				1	1					1	1	
Private Study.	1		1													1	1									1	1	2

In November last the Director of Public Instruction recommended the abolition of the Special Upper Primary Examination to Government, which however thought it should be retained in G. O. No. 100 of 9th February, 1888. Mr. Grigg thereupon submitted a scheme for revising

that examination. On further consideration the Government has come to the conclusion that the proposal originally made by Mr. Grigg in 1887 was right and says:—

In accordance with the graduation of teachers established by Art. 26, Chapter II of the Grant-in-aid Code, the qualification for a Lower Primary teacher should be the Primary School examination, which answers to the IV standard, and the introduction of a special and higher test would be a departure from the uniform principle laid down. In regard to girls, there is no reason why they should not, like boys, be considered to have entered the lower secondary stage when they have attained to the IV standard or the public examination equivalent to it, or why this Special Upper Primary or V standard should be required as a leaving examination for female elementary schools. The introduction of an additional public examination is to be deprecated, and the fees proposed to be levied, though not excessive, would prove a heavy burden on schools working under the results system for the higher standards. For these and other reasons the Government considers that the revision of the Special Upper Primary examination, submitted by the Director of Public Instruction in the foregoing letter, should be abandoned, and that the examination itself should henceforth cease to exist. The Director will report from what date this should take place, and whether it will be advisable to allow the next examination to be held in December next. That should, the Government thinks, be at any rate the last.

As regards the test of general knowledge to be hereafter required of Lower Primary teachers, the Government considers that it should be the Primary School examination or IV standard. If that qualification is in certain respects deficient, as in respect of a second language, a remedy can be introduced when the scheme of the Primary school examination next comes under revision. Meantime the special qualification necessary for teachers can be provided by the institution of a special test in method and school management.

LITERARY AND GENERAL.

There are more than 60,000 College students in America.

One in every fourteen hundred of the men, women and children of Germany is in a University.

Book-keeping was first introduced into England from Italy by Peele in 1569. It was derived from a system of Algebra published by Burgo at Venice.

"Dr. Arnold of Rugby" is the title of an American publication, (New York, Cassell & Co.) in which the personality, the methods and successes of the great school-master are dwelt upon.

There is much talk of reforming the system of examinations for the Poll or Ordinary degree at Cambridge. There are to be more examinations following each other more closely.

Mr. Barrow's Editions of Chaucer's *Prologue* and Lord Macaulay's *Olive* with Notes, Introductions, Questions and Indexes were published the third week in March. Information regarding these books may be found in our advertising columns.

An American thus writes of his visit to a school at Heidelberg, Germany. "I have never seen teachers who so systematically teach by questioning as most of these masters do. Almost everything was drawn out of the boys by well-directed questions, that seemed exactly the right ones, and came like a running fire one after another during the whole of each hour."

Sir Richard Temple will introduce into Parliament this session The Teachers' Registration Bill, promoted by the College of Preceptors. It will be backed by its two previous introducers, Sir Lyon Playfair and Sir John Lubbock. The principle of compulsory registration is preserved but the exclusion of primary teachers in state-aided elementary schools, still remains.

Kindergarten is seen at its best in the city of Dresden where it is under the immediate supervision of the Baroness Margnholz-Buelow, the friend and pupil of Froebel. There are in the city eleven Kindergartens with about six hundred children, managed by a committee of eight ladies. One of these schools has a home and training school for young ladies wishing to study the method. The course of study covers two years. The Baroness although now past three score years and ten, still takes an active interest in the work.

A writer in the *Boston Journal of Education* protests against the extravagance of the claims put forth on behalf of manual training. "One of the most surprising of these claims is the assertion that manual training is to be a sovereign remedy for what is supposed to be a widespread distaste for manual labour." The manual training now provided by the school shop is not manual labour in any true or effective sense no more than a gentleman who takes his reins and drives his horse ten miles

and back for health or pleasure is working in the sense his hostler does. The writer advocates the better equipment of all secondary schools for the effective teaching of the elements of science.

James Russell Lowell, when asked what his methods of literary work were, is said to have replied:—"I am one of those men who believe in system, and who seek and utilize every moment at their command to advantage. I put aside so many hours, generally in the forenoon, for reading and writing, and try to be uninterrupted. If I am, I make it up at the first leisure I can secure." "Then you are not a believer in writing by inspiration?" said his questioner. "Well, I don't like to commit myself positively upon that point," said Mr. Lowell, "but I do know that steady, hard, and continuous work has been my reliance during a somewhat varied life."—*Book-Buyer*.

The *Australian Schoolmaster* has the following incident, which, if a fact, will furnish a new occupation for the already over-worked teacher:—A new disease resulting from keeping the mouth open too much has been discovered by Dr. Guje, of Amsterdam. He observed a boy who had been at school for a year without being able to master the first three letters of the alphabet. On examining him it was found that the nasal passages were quite closed by large swellings. That this directly influenced the healthy activity of his brain was conclusively shown by the fact that, after the removal of the swelling and the opening of a nasal passage, the lad learned the whole alphabet within a week. At first the teacher was as much astonished at this as the parents of the boy, but having been put on a new track, he soon came upon new instances. A pupil of the gymnasium could not make any headway in mathematics. He was found to have obstruction in the nasal cavity which prevented him from breathing in the proper way. After having undergone the necessary operation his mental troubles also soon came to an end, and he became at once smart as his companions. If these are facts it may be well for teachers to examine the noses of their dull pupils.

The last lists of the University of London, B.A. and B.Sc. Honour Examinations yield some interesting statistics. The two London Colleges can claim only seven honour men, of, counting those who appear in the list as "University College and Private Study," twelve. The provincial colleges, including a few from Oxford and Cambridge, number fifty-two. The remaining thirty-one subscribe themselves "private study" or "private tuition," the latter being, we suppose, a euphemism

for the University Correspondence College, whose name is taboo, by order of the Senate:—*Journal of Education*, (London.)

The following figures, says the *Journal of Education*, (London) of March 18th, taken from the annual reports of the respective bodies, give the number of candidates for the Local Examinations in England for the last five years. We fancy it will surprise the general public to learn that the College of Preceptors, which was first in the field, continues to examine more pupils than the two Universities combined. They also show a wave of depression which last year affected all three examining bodies.

YEAR.	OXFORD. (July.)	CAMB. (December.)	COLL. OF PRE. (June & Dec.)
1885 ...	2,301	8,783	13,895
1886 ...	2,441	9,216	14,513
1887 ...	2,603	9,613	14,961
1888 ...	2,881	10,028	14,748
1889 ...	2,780	8,994	14,640

REVIEWS AND NOTICES OF BOOKS.

ELEMENTARY PHYSICS, by MARK R. WRIGHT. Longmans: 1889. (2s. 6d.)

This is another of Longmans' New Series of Elementary Science Manuals, and is specially got up for the S. Kensington Examinations in England. It includes the subjects of Heat, Sound, Light, Magnetism and Electricity, treated in an elementary way. The Diagrams are profuse and excellent, a matter of great importance in an elementary book on Science. Questions and Arithmetical Examples are inserted every three or four pages to test the pupil's grasp of the subject. The author believes in experiment and postpones theory. This is but logical; for it stands to reason that a subject is best presented to the young individual mind in the order it has been disclosed to the human mind. Nothing is more common in Science than experiment and observation outrunning theory. These are in truth the natural stimulus to theorising, as they only form the sure foundation of all true theory. Nothing can be more absurd than to introduce a student of Chemistry, for example, to all the atomic and molecular theory before he knows anything about the properties of the most common of the elements. Yet this style of teaching is far from rare. The author does not believe in expensive apparatus; and he gives instructions to the teacher for making up all the simpler pieces of apparatus himself.

The book is too long for our present Matriculation Examination, but it would be an excellent manual if Physics and Chemistry were separated for that course, and a minimum demanded in either. Our Science teaching will never be right in this country till the University makes some such change.

AN ADVANCED TEXT-BOOK ON DOMESTIC ECONOMY, by Miss KEELY, Superintendent, Doveton Girls' School, Madras. Published by Order of the Director of Public Instruction. S. P. C. K. Press, Vepery, Madras School Series, First Edition (4½ annas).

This book is intended for East Indians and Europeans domiciled in India. For the educated and well-to-do classes it is very suitable, but for the more numerous folk who struggle through life on salaries varying from Rs. 25 to Rs. 50 per month it is like Wyvern's cookery book, "caviare to the general."

Miss Keely's opening chapter treats of "A Healthy and Happy Home" and "How to take care of our Health." The instructions are admirable for girls who have the benefit of a High School Education. Though full of sympathy for, Miss Keely seems to us to be somewhat out of touch with the poorer class of East Indians. Their horror of a current of fresh air will not be removed by a scientific explanation of the benefit of breathing pure air, while the youngest and most ignorant can understand that it is as reprehensible to swallow the air cast forth from another person's lungs and mouth as it would be to drink the water they have just washed their hands in. We have often wished that we could bring this fact home to Managers of Schools and Sub-Assistant Inspectors generally.

Miss Keely's suggestions regarding the locality to live in and on water are good and practical, but when she refers to "Lake water though unattractive from the presence of the peaty or vegetable matter," etc., we fear she is thinking of the loughs and longhans of Ireland instead of the Madras tanks.

There are many valuable suggestions regarding kitchen utensils, dressmaking and general management. The advice to mothers on the discipline and moral teaching of home is excellent.

We hope all Europeans living in this country will take to heart the advice given about domestic service, and do their little best to rescue even one poor East Indian child from "a life of poverty, misery and perhaps worse" waiting for their reward till that day when they shall hear the Master's voice saying "inasmuch as ye have done it unto the least of these little ones ye have done it unto Me."

We beg to acknowledge the receipt of the following Magazines:—
Christian College Magazine, *Progress* and *India's Young Folks* for March; *Boys' Own Paper* and *New England Journal of Education* for February; *The Journal of Education* and *The Educational Times*, London, for March 1890.

We hope to notice the following books in our next issue:—
Engineering College Calendar for 1890. *Ovid's Tristia*, Bk. I. Indian University Series. Published by V. Kalyanaram Aiyar. *The Middle School Arithmetic* with model Solutions and Examples by J. S. Devanahayam, B.A., (second edition—revised and enlarged) Madras: Addison & Co.
1 *Arithmetic for Beginners* by the Rev. J. B. Lock, M.A., (Macmillan and Co., 1888). 2 *Arithmetical Examples for Beginners*, by J. G. Bradshaw, B.A., (Macmillan 1889). 3 *Arithmetical Exercises and Examination Papers*, by A. S. Hall, M.A., and S. R. Knight, B.A., (Macmillan and Co., 1888). 4 *Differential Calculus* by Joseph Edwards, B.A., (Macmillan and Co., 1886).

ASSOCIATION OF TEACHERS OF GIRLS' SCHOOLS.

The Third Meeting of this Association was a social one, at Norton Lodge, the Luz, Mrs. Brander's residence. It was held on the 11th of January. A good many members were present and all seemed to enjoy the meeting very much and highly appreciated Mrs. Brander's efforts to entertain them.

On Saturday, February 8th, the Fourth Meeting took place in the large class-rooms of the Doveton Girls' School. There was not a very large attendance, as there were many other things going on that day. The business of the evening was a paper read by Miss Keely on the subject of "Teaching, a noble Calling." In it, she showed the true work of the teacher, its great responsibilities and its high privileges, and she cited the honoured names of George Herbert, Norman McLeod, Charles Kingsley, and the Wesleys as examples of what teachers' mothers can be, while at the same time grand and noble work is done by those who are not mothers, but who, like Florence Nightingale, Frances Havergal, Miss Anne Beale and Miss Yonge, have devoted themselves to the improvement and instruction of their sisters. We are glad to be able to give a portion of her address in this issue.

The Fifth Meeting was also held at the Doveton Girls' School. It was a literary and musical entertainment. The musical part was conducted by Mrs. Baldrey and consisted of Piano solos and duets, played by Mrs. Baldrey and her pupils, to which were added three songs, one by Miss Peddie, and two by Miss Oliver. The literary part was a

short sketch of the life of Mrs. Barrett Browning with extracts from some of her poems.

It was arranged that the next meeting, (which will be on Saturday, April 12th,) should be held, by kind permission of Miss Pratt, at the Presidency Training School for Mistresses.

The principal features of this meeting are intended to be Model Lessons to be given by members of the Association.

TEACHING,—A NOBLE CALLING.*

A great deal has been said, and will be said, about the duties and responsibilities of teachers, their trials, and their disappointments, their systems and their practice; but few even of teachers themselves realize what a grand privilege is theirs, what a great and noble calling. The true principle of human life is the love of goodness; it is the source of all that is valuable and great, the soul of heroism, the well-spring of all moral activity; this and self government are the two great moral powers, upon which the progress of our development must depend; we must have a clear insight into the end and aim of our existence, or we cannot with sure steps go forward and onward. It is the teacher's privilege to excite and develop this love, to give the opening eyes a view of brighter things than self-pleasing, and to guide the tottering steps on the onward and upward way. In the hands of teachers precious souls are placed to be moulded into all that is high and beautiful, their efforts are to be directed to destroy the evil by forming the good, to raise the mind and desires from self indulgence and self seeking to the pure and loving thoughts and endeavours for the good of others, to forbearance, kindness, truthfulness and honesty. Surely this is a grand aim: no wonder that a teacher of old should say, "I magnify mine office." It is indeed a glorious privilege to be permitted to take a little child in its early innocence, to adapt oneself to its nature, so as to awaken the sympathy which will be the most powerful auxiliary in its moral, physical and intellectual training, to teach by practical lessons the beauty of cleanliness, gentleness, obedience and love and it is a privilege that a conscientious and true teacher will value most highly, one which she will not relinquish for any consideration of personal aggrandisement; if her heart is in her work, her sympathy, her love, her best endeavours will be given to her pupils, and she will find her greatest happiness in their development.

The work of teaching is essentially a woman's work. It begins in the nursery when the mother's gentle voice and sweet song soothes

* Paper read at the meeting of the Association of Teachers on Saturday, February 8th, 1890, by Miss Keely, Superintendent, Doveton Girls' School.

the fractious infant, and hushes to rest the troubled and perhaps impatient child.

A mother guides her little one's first steps, teaches the lisping, faltering tongue the sweet accents so dear to a mother's heart, cherishes all that is good, and fain would banish all that is evil

"The mother in her office holds the key
Of the soul and she it is who stamps the coin
Of character."

As the children grow up, she exercises a wholesome influence over their lives and conduct; she sympathizes with and joins in their pleasures and recreations, so that they are never tired of her company, and are not afraid to let her see them in their most unrestrained moments. The good principles she has instilled in them will hardly fail to make them upright and virtuous, fearing nothing but evil. Such teachers as these were the mothers of great and good men, of Saint Augustine, of George Herbert, of Oliver Cromwell and of Charles Kingsley. Such mothers "look well to the ways of their household, they open their mouths with wisdom, and in their tongue is the law of kindness," the happy children of such a mother will gather round her, and she will carefully teach them what she has taken pains to learn. Those who taught her may well indeed rejoice that they have been instrumental in such a work. George Herbert says of his mother:

Thou shalt be praised for ever, mother mine
By me, thy sorrowing son, for surely thine
This learning is which I derived from thee,
Which o'er the page now flows spontaneously,
The highest fruit of labor seen to attain
In praising thee, though folly may arraign.

Her teacher may have been her own mother, but whoever taught her is deserving of all honor, as she too is who thus brought up her son.

What teachers were the mothers of the Wesleys, the Napiers, and of Norman McLeod, who say in a letter to his mother on his birthday: "I cannot let my birthday pass without saying, 'God bless thee, my mother, for my birth and up-bringing.' Yes, true teachers were the mothers of these noble sons, and surely they rise up and call them blessed."

But alas it is not always so; there are sad records of the consequences of weak, ill-regulated affection, selfish indulgences, capriciousness and idleness on the part of foolish injudicious mothers. Ill-trained and undisciplined themselves, it is impossible for them to train or discipline their children, and the result is often ruined lives and sin-laden consciences on the one side, with broken hearts, and bitter, though all too late, repentance on the other.

(To be continued.)

PRIZE DISTRIBUTIONS AT BISHOP CORRIE'S GRAMMAR SCHOOL AND THE DOVETON COLLEGE.

The Anniversary and Prize distribution of Bishop Corrie's Grammar School and Doveton College were held on the 17th and 18th of March respectively. Dr. Bradshaw who presided at the Doveton College in the course of a very interesting and instructive speech made some valuable remarks on the education imparted in our Schools and Colleges. We can make room only for a few extracts from his speech and from the Head Master's Report at the former School.

From Mr. Foley's Report we take the following passage:—

"I have been forcibly struck with the fact that in this country so few parents seem to have any definite notions or even wishes about their sons' future career. The consequence is that many boys after leaving school waste most valuable time in looking out, as they express themselves, for something to do and drift only after a considerable period into a profession. Any change that will lead to an earlier decision in the all-important matter of a boy's calling in life and encourage him to study for a definite object will be productive of immense good at least to the European and Eurasian community. May I venture to hope that this increased responsibility to be laid henceforth on parents and guardians will lead to a closer understanding between them and myself. Those who are entrusted with a boy's education ought to know something, perhaps more than any one else, of his capabilities and should be both able and willing to give advice as to what course of study he should adopt. To seek the advice is alike simple and easy: to give it will always be a pleasure.

Why not, then, take us into your counsels and be guided mainly by what we have to say? Such an increase of touch between those who are responsible for a boy's education will make good one glaring defect in the management of this and, I may add, many another school." * * *

The following are extracts from Dr. Bradshaw's address:—

I am glad that *Tamil* is now regularly taught in this school; and I would urge on all the parents to insist on their boys studying it. All officials under Government have to pass in a vernacular; think what an advantage many of your boys possess in having a colloquial knowledge of it before they come to school, and the opportunity of learning to read it here, while most of those who come from Europe have to begin the study of it after arrival in this country. Do not—as I find many people brought up in the country do—despise a knowledge of the vernacular or profess not to be acquainted with it, but rather strive to gain the highest proficiency in the language. * *

I hope the Committee will carry out the Principal's suggestion that a *European instructor in Gymnastics* be appointed. Physical exercise now

forms so essential part of a school curriculum, that it is unnecessary for me to dwell on the importance of it.

I trust that in addition to *Tamil*, *Drawing* will be taught. You must keep pace with the times, and on behalf of the Department I can promise that liberal aid will be sanctioned for teachers of this or any other technical subject that may be introduced. * * *

There can be no doubt, I think, that for some years past the Heads of Schools and Colleges have regarded the results of the University Examinations as much more of a lottery than formerly; the immense number of candidates has rendered the work of examining, with all the fairness and exactness that should characterize a University examination, a far from easy task. The examination has become 'unwieldy'—"the Madras University," as the Registrar has lately said, "is the largest University in the world." And as regards the F. A. Examination, it has been recently pointed out that owing to there being no less than *six* subjects in each of which a candidate must obtain a minimum, not only is it the most difficult examination to pass, but 'in many cases the candidates who fail are far superior to some of those who succeed.' I'm afraid it will be small consolation to any of you parents to feel that your boy who has *not* passed F. A. Examination is far superior to many of those who have. It is a very serious thing for a boy to be put back a whole year when he might have qualified to commence his professional course or have been able to earn his livelihood instead of continuing to be a drag on the slender income of a hardworking father or a widowed mother. The writer to whom I refer has suggested, to the University a remedy for what seems a palpable defect in the examination system, and I trust that his remarks will meet with the consideration they deserve from the Senate, and that once more both the teachers and pupils will have confidence in the University examinations as accurate tests of knowledge and of School and College work. * * *

But besides the lessons prescribed for your examinations, I think you older boys and you young men and women in the College Department should do something more in the way of private reading and original research. Even if your chief thought is to pass at the examinations, time spent in general reading will not be thrown away, but will tell at the University Examinations.—I have often been struck by the want of observation shown by young people in this country,—how few know anything about natural history, the castes and customs of the people among whom they live, and a variety of matters that would occur to an enquiring mind to sift for itself. You have here a good Library, pay frequent visits to it,—some subject, as yet unknown to you, will be sure to interest you. Work at that and you will have found a new pleasure. How many of you have visited the School of Arts or the Museum on Pantheon Road? Go there, and your eyes will be opened to many a marvel of Nature, and you may carve out for yourselves a line of study which may one day bring you fame, or at least prove of use to others and be a source of pleasure and profit to yourselves. * * *

ELOCUTION.

A PLEA FOR ITS INTRODUCTION AS A NECESSARY STUDY IN ALL
SCHOOLS AND COLLEGES.

So much has been written pointing out how and why Elocution should be studied, that it may seem an almost superfluous, if not presumptuous task on my part to add to arguments already advanced.

It will be seen, however, by the title of this paper, that my object is not so much to follow in the beaten track of those who have written so much and so well, as rather to urge upon educators and parents some reasons why, in my opinion (supported by that of others well competent to judge), this subject should be regarded as a *necessary* part of education.

In following out this design, I shall consider the study from three points of view—(1) as a necessary and refining accomplishment; (2) as practically useful and advantageous in all positions of life; (3) as conducive to a healthy condition, mental and physical.

It may be well, by way of preface, to clearly define what I understand by Elocution—such as I would have taught in all schools.

I mean a *correct, distinct, and intelligent* delivery of written or spoken language. *Correct*, as to vowel sounds and the proper accentuation and pronunciation of words; *distinct*, as to clearly defined consonants and purity of tone; *intelligent*, as to the expression of the meaning and feelings sought to be conveyed by the writer or speaker by well-trained inflections and modulations of the voice, correct emphases and pauses.

Every experienced teacher of Elocution will endorse the truth of the statement—that incorrect vowel sounds and faulty pronunciation are not confined to the so-called lower classes of society. The children of parents of high social position, and of the wealthy and educated middle classes, are by no means free from these defects. It is not my purpose to inquire in this place how this comes about, but simply to make the statement, confident that most educators of youth of either sex can, from their own experience, bear me out as to the truth of it.

Still more common is a want of distinctness of utterance in all classes. It matters not whether we look to the pulpit, the bar, the stage, the platform, or the drawing-room, we shall find abundant proofs of this fact.

Lastly, intelligent and expressive rendering of the words of another is marred in the majority of cases by incorrect inflections, utter absence of modulation, wrongly placed emphases, and deficiency of pauses.

This is often the more strange, because many persons who in every-day conversation use correct, because natural, inflections, &c., when attempting to deliver the words of another seem to have no idea of using proper inflections or placing right emphases on the words delivered

I have found this to be the case with very many young barristers and clergymen, whose astonishment has been great, when they have at last been taught to detect and correct their own failings, to think they could ever have fallen into such (sometimes ludicrous) errors.

So much then for the essentials of "Elocution, or the art of speaking out."

First, then, I consider it a *necessary and refining accomplishment*. In dealing with this point I need say little more than has been already advanced in my definition of the art. I may, however, add that while there is the greatest anxiety displayed both by parents and heads of schools to secure a correct and pure enunciation and pronunciation of foreign languages, by engaging competent and experienced native teachers, but little is thought about the right delivery of *our own*. I am glad to record that there is a rapidly growing interest in the subject evinced by the lady-principals of a great number of ladies' colleges and schools, and that an Elocution master does appear on the staff of a few (but very few) boys' schools.

It is the fashion in most treatises on this subject to refer to and quote the opinions of well known orators and lecturers; Cicero, Demosthenes, and modern celebrities innumerable are brought forward as inculcating the necessity and advantages of this study; but I shall refrain from doing this. The whole matter has been well summed up by my friend, Mr. John Millard, in his very valuable work, "Grammar of Elocution,"* which I strongly recommend to all students of Elocution. In speaking of the neglect of the study when young he says:—

"The great difficulty a teacher of Elocution has to contend with is the advanced age at which the majority of his pupils take up the study. A violinist would despair of a pupil beginning to learn at twenty. What can the writing-master do with the would-be clerk who takes his first lesson in writing at that age? How little, in short, can the majority of us do with pursuits taken up late in life! Our muscles have learned other ways, and refuse to alter them." Yet how often do we have pupils who after spending twenty years in mispronouncing some sounds, and misproducing others—in accustoming their ears to vicious inflections and distorted rhythm—ask to be made rivals to Demosthenes, Cicero and Garrick—in a course of twelve lessons? Could Elocution be put on a par with the other subjects children learn, could, an hour a week be given to it, as an hour is given to history or geography, there would in a few years be an end of the onery against the lack of power to speak that disgraces the country."

* Published by Longmans Green & Co.

Secondly. As to the *practical use and advantage of the study of Elocution in all positions of life* there can be no two opinions. In these days, when men (and women, too) are so often called upon to address their fellow citizens on great political, social, and domestic questions, it must be self-evident that the words which are delivered in the clearest and most audible manner—neither “mouthed” nor mumbled—and with appropriate emphasis and gesture, must best carry conviction to the auditors, or at least be most likely to receive the greatest amount of consideration. Every church-goer knows how often our beautiful Church Service is mangled and its sense even distorted by want of proper delivery—and this, too, by clergymen who are earnest and devout men, but who have no idea of the faults that they commit.

The lessons are too often preached or drawled out in so unnatural a tone that the beautiful truths contained in our Bible fall upon listless hearts or dull ears. It is strange that the bishops do not require that every candidate for ordination should have gone through a course of lessons as to the management of the voice and the correct delivery of the Services of the Church, before being admitted to Holy Orders. Were Elocution a regular study in our schools and colleges, this would be unnecessary, because our young men would have been trained while young to read and speak well and naturally.

Equally, if not more important is it that girls should be taught to speak and read properly while at school, because on woman devolves the child's earliest training and teaching. In justice I must add that, as a rule, ladies are much better readers than men.

Lastly, *Elocution is conducive to a healthy condition of mind and body.* Reading aloud, or, better still, committing to memory, the words of our great prose-writers or poets must surely tend to laying up a store of ennobling thoughts clothed in choice and appropriate language. These, when delivered from memory and made our own, as it were, give us a command of words such as we cannot acquire otherwise, ready to be made use of on all occasions.

Sir Henry Holland, in his “Medical Notes,” writes:—
“It might be well were the practice of *distinct recitation*, such as implies a certain effort of the organs beyond that of mere ordinary speech, more generally used in early life, and continued as a habit or regular exercise, but especially by those whose chests are weak, and who cannot sustain stronger exertions.

“If some small part of the time given to crowding facts on the mind not yet prepared to receive or retain them were employed in fashioning and improving the organs of speech, under good tuition and

with suitable subjects for recitation, both mind and body would often gain materially by the substitution.”

If the rules laid down by all good teachers with regard to the production of the voice, and the proper use of the breath (both in inspiration and expiration) were properly understood and applied, we should undoubtedly hear less of weak chests, liability to bronchial attacks, and throat and lung diseases than we do. I will go further and say that by the daily practice of rightly taking in and breathing out the external air, health would be much improved and voices made stronger and more musical.

Upon the right delivery of the voice depends the ease with which a speaker may address his audience, as well as the absence of fatigue. Young clergymen would do well to study this, and if they did they would escape that disease which, from its frequent occurrence amongst members of that profession, has been named *clerical sore-throat*.

FREDERICK BERRIDGE, *Professor of Elocution*.—*Educational Times*.

UNIVERSITY OF MADRAS.

CONVOCATION OF 1890.

The annual Convocation of the University of Madras for conferring degrees was held in the Senate House, on the 21st March at 4-30 P. M. The Fellows assembled in the Senate Room, at 4-15, and after the usual graces had been supplicated and passed, proceeded to the Dais, the National Anthem being played while the procession passed up the Hall. The procession was headed by Dr. Bourne, acting for Dr. Wilson, who was unwell. There were present His Excellency Lord Connelmar, G.C.I.E., Chancellor of the University; the Hon. Sir Arthur Collins, Kt., Chief Justice, Vice Chancellor; the Right Rev. F. Gell, D.D., Lord Bishop of Madras; the Hon. Mr. H. E. Stokes, B.A.; D. Duncan, Esq., M.A., D. Sc.; N. R. Pogson, Esq., F.R.A.S., C.I.E.; Rev. W. Miller, M.A., LL.D., C.I.E.; B. Loverly, Esq.; the Hon. Mr. J. Grose, M.A.; Rai Bahadur P. Ranganadham Mudaliyar, M.A.; the Hon. Mr. Justice Muttuswamy Aiyar, B.L., C.I.E.; V. Krishnamachariyar, Esq.; Gustav Oppert, Esq., Ph. D.; Rev. E. Sell, B.D.; John Bradshaw, Esq., M.A., LL.D.; the Hon. Mr. P. Chentsal Rau, C.I.E.; Rev. G. M. Rae, M.A.; R. Balaji Rau, Esq., B.L.; Surgeon-General G. Bidie, M.B., C.I.E.; Archbishop J. Colgan, D.D.; Rev. A. Jean, S.J., B.A., D.D.; the Hon. Mr. Justice J. W. Handley, Esq., M.A.; the Hon. Mr. Justice Shephard, M.A.; Major H. D. Love, R.E.; M. Seshagiri Sastriyar, Esq., M.A.; Mir Ansaruddin, Sahib Bahadur; Rev. Charles Cooper, M.A.; P. Vijayaranga Mudaliyar Esq.; Dewan Bahadur R. Raghunatha Rau; Rev. W. T. Sattyanathan, B.D.; Rev. James Cooling, B.A.; Mr. C. W. Tamotharam Pillai, B.A., B.L.; G. H. Stuart, Esq., M.A.;

the Ven. J. F. Browne, B.D.; Surgeon-Major A. M. Branfoot, M.B., M.R.C.S.; Brigade-Surgeon C. Sibthorpe F.R.C. & Q.C.P.; C. M. Barrow, Esq., M.A.; J. Adam, Esq., M.A.; A. G. Bourne, Esq. D.Sc., F.L.S.; J. R. Henderson Esq., M.B. and C.M.; Sir Charles Lawson, Kt.; Rev. J. D. W. Sewell, S. J.; Rao Bahadur S. Ramaswami Mudaliyar, M.A., B.L.; C. Sankaran Nayar, Esq., B.A., B.L.; R. V. Srinivasa Aiyar, Esq., B.A.; J. A. Jones, Esq., M.I.C.E.

The Chancellor, Vice-Chancellor, and Fellows having taken their places, the Chancellor said:

This Convocation of the Senate of the University of Madras has been called to confer degrees upon the candidates, who, in the examinations recently held for that purpose, have been certified to be worthy of the same. Let the candidates stand forward. After the usual questions and answers, and the presentation of the candidates, Dr. Bourne proclaimed the degrees conferred as follows:—

We, the Chancellor, Vice-Chancellor, and Fellows of the University of Madras, do hereby proclaim and make known that we have admitted to the degrees of Bachelor of Laws, Bachelor of Medicine and Master in Surgery, Licentiate of Medicine and Surgery, Bachelor of Civil Engineering, Master of Arts, Bachelor of Arts and Licentiate in Teaching, the following persons, they having been first certified unto us as fit persons to receive the same:

The names of the graduates were then read out by Dr. Bourne.

THE CHANCELLOR then called upon Rai Bahadur P. Ranganadham Mudaliyar to deliver his address.

Rai Bahadur P. RANGANADHAM MUDALIYAR rose and said:—

MY LORD CHANCELLOR AND GENTLEMEN,

The bye-laws governing the procedure at Convocation require that a Fellow of the Senate should give an address to those who have been admitted to the Degrees of the University, exhorting them to conduct themselves in a manner suitable to the academic position gained by them. This responsible duty has, on this occasion, been assigned to me by His Excellency the Chancellor, and while I owe it to him to say that I feel thankful to him for the honour he has conferred on me, I owe it to myself to add that I am keenly sensible of the difficulty of the task I have undertaken. Gentlemen, you who have just received degrees; you have this day been admitted into the honourable body of the Graduates of the University of Madras. Your admission was preceded by a period of probation during which you were subjected to severe discipline. At the close of this period, you were examined by a body of experts who have declared that you have been weighed in the balance and that you have not been found wanting. And the University, before setting the seal of its approval on you, has wisely obtained from you solemn promises that you will so conduct yourselves in every relation of life as to be an honour to the University, and a blessing to the country that gave you birth. By taking these promises from you, and by deputing a member of the Senate to impress on you their full meaning

and significance, the University wishes you to understand that it attaches no less importance to the social and political virtues, to character and conduct,—than to intellectual power and literary or scientific knowledge. The ceremony you have gone through to-day is not a mere matter of form. Its purpose is to awaken in your minds a lively sense of what you owe to the University, and what you owe to yourselves. You are going into the world with the stamp of the University on you as sterling coin. The degrees you hold will enable you to attain a position of eminence in the community to which you belong. How can you better evince your grateful appreciation of the honor the University has conferred on you than to prove by the zeal and ability, the good sense and integrity with which you discharge your public and private duties that you are worthy sons of your *alma mater*, and that be the temptation to evil ever so strong, you will not consciously stoop to do, any thing that will cast the slightest slur on the fair reputation of the fraternity to which you will from this day forth belong?

In regard to the University to which you and I belong, and are, I trust, proud to belong, I may be permitted to say that humble as its aims and limited as its functions are, it has done the work it has set to itself with creditable success. It has indeed no monumental buildings, no ancestral trees, no galleries and museums, nothing of a romantic or picturesque character to captivate the imagination by, no proud reminiscences linking it with names illustrious in the past for genius or heroism. It has had but a brief existence. Its life has been peculiarly monotonous. Year after year, examinations have been held, results published and degrees conferred,—a work which falls very far short of what many Universities in Europe have done and are doing. But none the less, I venture to assert that a great deal of good has already been done, and that the foundations are being slowly but surely laid of good in the future sufficient to satisfy all reasonable expectation. It is no small thing that of those who graduated during the thirty-two years from 1857 to 1889, there are at present on the rolls 1974 Bachelors of Arts, 40 Masters of Arts, 317 Bachelors of Law, and 8 Masters of Law. The numbers that have passed the examinations in Engineering and Medicine are less satisfactory, but even in this there is no ground for despair as the failure is in my opinion due not to a want of capacity on the part of the students, but to the absence of such a demand for Engineering and Medical Graduates as would ensure to them an honorable competence. The numbers of candidates for the the Matriculation Examination and the First Examination in Arts have gone on increasing by leaps and bounds,—increasing of late years to such an extent that it was felt that the time had come for directing the attention of the youth of the country to courses of study and branches of knowledge that the University omits, and rightly omits to include in its curricula. This rapid increase in the numbers presenting themselves for the lower examinations may not in itself be a matter for rejoicing, seeing that only small fraction of those that pass the lower examinations go on with their studies till they obtain a degree; but looking at the matter from another stand-point, and noting what expansion of Primary and Middle School education must have preceded it as a necessary condition, the great help that the University has given towards the successful working of the multitudinous agencies, public and private, that are carrying on the work of educating the youth of this country, deserves thankful recognition. Weighty testimony has been borne by previous speakers at Convocation to the services rendered by the University in providing the State with servants of a better stamp than it formerly had. The men that the University has given have

been found to be superior to their predecessors in "method and regularity and also in the tone of morality." If these are all the benefits that the University has conferred, and I shall not pause to inquire what more it has, it must be acknowledged to have done a great and useful work, and to deserve the lasting gratitude of those who have profited by its labors.

To those who failed to pass the recent University Examinations, I would say, do not lose heart. Work with greater zeal and method than you have yet done, and if you deserve to succeed, succeed you will. Painful as it must be to you that you have failed, you will not be surprised to hear that there is a point of view in which your failure is a thing to be glad of. It is obvious that a University degree will cease to be of any value if the undeserving gain it as much as the deserving, and it is in every sense a more desirable thing that you should fail once, twice, thrice and then succeed, only if you deserve to succeed, than that the value of a University degree should fall in men's esteem. There never was a greater necessity than at present for the University keeping a jealous watch over the standards of its examinations. The time may be far distant when the best Graduates of this University can claim to be the intellectual equals of the best Graduates of the West. Perhaps that time is a dream never to be realized. But there is no doubt that such equality is the ideal to be aimed at. Anything that tends even in a slight degree to cause a divergence from the policy hitherto pursued of raising standards gradually but to a definite and appreciable extent, deserves in my opinion to be regarded as a calamity, which the true friends of education will do well to avert by all the means in their power.

My connection with the examinations of the University during a long course of years enables me to say that, especially of late years, there has been a marked decline in the mathematical attainments of the candidates for the Matriculation Examination and the First Examination in Arts. Every teacher knows how difficult it has become to make the majority of students in the First Arts classes pay due attention to their mathematical studies, and this difficulty arises, I believe, less from natural inaptitude or the preponderating claims of other subjects of the course, than from a capricious distaste born of the intention to give up mathematics altogether after passing the First Examination in Arts. Be the causes what they may, this notable decline is a matter for serious regret, and I may, on behalf of the University, express an earnest hope that students may appreciate better than they seem to do at present the place and function of mathematics in a scheme of liberal education, and bestow upon that subject the attention it deserves as a disciplinary study, and as an indispensable help to the study of every branch of the physical sciences.

I find from the records of the University that 2092 graduated in Arts up to the 31st of March 1889; and that of these no less than 119 have passed away, 1 out of every 18. Among the Masters of Arts, the rate of mortality is 1 out of every 9; among the Bachelors of Law, 1 out of every 8; among the Bachelors of Medicine and Masters in Surgery, 1 out of every 7. These figures are such as to cause the gravest anxiety. What is peculiarly painful is that the higher the academic standard attained, the greater is the rate of mortality, indicating that the physical energies have collapsed under the strain of the higher studies. When this high rate of mortality is coupled with the fact, that a good proportion of those that have ceased to exist were in their day men of bright promise with a prosperous

career before them, the loss must be felt to be very considerable. It behoves you to take warning betimes, and to guard against the fatal error of allowing your mental growth to so far outrun your physical growth as to endanger bodily health or even life itself. The attention of the youth of the country has already, thanks to the Physical Training and Field Games Association, been drawn to those healthful and recreative exercises and field-sports which will give the body the vigor and the elasticity required to undergo without injury severe mental effort. It is said that "all work and no play makes Jack a dull boy." Of the Hindu boy, it will be truer to say that all work and no play makes him a feeble boy. Hindu boys, all but a few excepted, need still to be taught the art of "losing time wisely." With a variety of examinations to pass, with the high-pressure methods of imparting instruction in vogue, and with an hereditary aptitude for cunning things by heart, the Hindu youth is sorely tempted to pore over his books day and night, forgetting that he has a bodily frame to build up as well as a mind to stock with knowledge. Such utter disregard of physical health out of excessive anxiety to cultivate the mind must produce the most disastrous results,—feebleness, want of spirits, functional derangement, premature arrest of bodily growth, if not death itself. "This over-education," says Herbert Spencer, "is vicious in every way,—vicious as giving knowledge that will soon be forgotten; vicious as producing a disgust for knowledge; vicious as neglecting that organization of knowledge which is more important than its acquisition; vicious as weakening or destroying that energy without which a trained intellect is useless; vicious as entailing that ill-health for which even success would not compensate, and which makes failure doubly bitter."

I may, in this connection, exhort you and the like of you to remember that on you devolves the duty of diffusing among your countrymen true notions concerning natural objects and natural forces. There is much truth in the familiar couplet:—

"How small of all that human hearts endure,

That part which kings or laws can cause or cure."

Much the greater part of human misery is due to ignorance,—ignorance in regard to the properties of the things around and about us,—ignorance in regard to the character of physical forces,—ignorance of the invariable sequences of cause and effect in the realm of nature. Let it be known to the many as it is now known to the few that "pestilences will take up their abode only among those who have prepared unswept and ungarnished residences for them," and how much human suffering could be avoided or mitigated. There is small cause for wonder, though there is much for sorrow, in the fact that such large numbers periodically fall victims to cholera, small-pox, and typhus. How is it possible for people to be healthy when they are ill-washed and ill-fed,—when their houses are ill-drained and ill-ventilated,—when their towns have narrow streets reeking with noxious odours from accumulated garbage,—when the water they drink and the air they breathe contain the germs of disease and death? Is there ground to hope that the masses will, in their present state of ignorance, find out what it is that makes human beings fall like grass beneath the mower's scythe, and hasten to adopt the remedies that science has devised for alleviating human suffering and prolonging human life? Can they be made to feel that their houses require to be kept clean and white-washed, that their drains need flushing, that their streets need widening? Are they likely to realize the need for preserving the wells and tanks that supply drinking water free from impurities of all kinds? What they are likely to say and do is what they

have so often said and done, and that is to plead poverty and inability, and to submit themselves with such resignation as they can command to the decrees of an over-ruling fate. Graduates of the University. I wish I could, by any words of mine, make you feel what a vast field of useful labor lies before you in imparting to your fellow-countrymen the rudiments of natural knowledge. You know the saying that he who makes two blades of grass grow where only one grew before, is a benefactor to his country. Judge then what immense benefit you will confer on the generation to which you belong and through them to succeeding generations, if through your exertions men learn to lead healthier lives and to suffer less from the maladies that flesh is heir to.

In regard to the relation in which you stand to Government, I have nothing new to say, but trite as what I may say will sound, I cannot pass over so important a topic. The benefits that the British rule has conferred on us are so well and widely appreciated that a very brief mention of them is all that is necessary. You enjoy a security of person and property, unknown to your fore-fathers; you have received the precious gift of British Literature and Western Science; the countless ways in which the genius and industry of man have compelled the forces of nature to minister to his material wants have been placed within your reach. In addition to these great blessings, you enjoy a freedom of thought and speech which it cost your rulers centuries of painful struggle to win. You who have received such benefits are bound to be grateful, and mark my words, you will, in my opinion, be acting most unwisely, if by any thing you say or do, you let it be thought that you are wanting in grateful loyalty. It may well be that you are not content with what you have already got, but remember that you owe this very sense of a better condition of things than the present to that wise generosity which prompted our rulers to raise us from a state of ignorance and moral stagnation to a state of comparative clearness of intellectual vision and moral activity. Ask by all means for what more you may want, but ask in such a way that there may be no doubt or misgiving in regard to your loyalty and obedience to established authority. And before you ask for more, satisfy yourself that what you ask for is desirable and necessary. Those who have given so much are entitled to credit for willingness to give us all that it is good for us to have. You who have received a liberal education are peculiarly bound to guide your fellow-countrymen with wise and moderate counsel. It is at once your duty and your privilege to act as interpreters between the rulers and the ruled. See that you interpret aright to the ruled the motives and intentions of the rulers, and help the governing authorities by faithfully making known to them the wishes and feelings of the people. The task that a Government like that of British India has to do is a rough and trying task. Do not make it harder by wilful misrepresentation. The teachings of our religion and philosophy, the traditions of the past, and the best interests of the present are all on the side of loyalty and fidelity, and approving as I do all reasonable desire on your part to make yourselves useful in the sphere of political administration, I call upon you as the inheritors of an ancient civilization to steer clear of courses of conduct that will do no good, but may do much harm by rousing into activity such unhealthy feelings as jealousy and disaffection. There has, of late years, been a great deal of talk and writing about local self-government, talk and writing for the most part misleading. According to some, the people of India will never be fit to govern themselves; according to others they possess already the necessary fitness, let a

jealous bureaucracy deny it as stoutly as it may. Let me advise you to reflect on one aspect of the question. Self-government ordinarily means the governing of a people by themselves, but it may also mean the governing of one's self by one's self. The true measure of a people's fitness for self-government in the former sense is to be found in their fitness for self-government in the latter sense. Only those are fit to command who have learnt to obey. A great majority of the individuals composing a community are characterized by weakness of purpose, error of judgment, blind adhesion to custom, and ill-regulated desires, it is idle to expect such a people to possess in collective capacity the intellectual and moral virtues required for a wise and beneficial management of their own affairs. Your first duty then is clear. Raise yourselves individually. Acquire a sound knowledge of the laws of human well-being and progress, endeavour to lead pure and blameless lives, strive to control the lower passions of your nature, and, by constant practice of self-denial, learn the luxury of doing good. Of this be sure that, to the extent to which you become wise and virtuous men, to that extent only will you be fit to exercise political power, and the fitness to exercise such power must, as history sufficiently proves, be followed sooner or later by the attainment of it. It may fall to some of you to conduct native Newspapers, in English or in one of the Vernacular languages. I trust the Press is destined to become as powerful an organ in India as in England, but that this high destiny may be accomplished, the writers to the native papers should be imbued with a fitting sense of responsibility, and should endeavour to reflect public opinion faithfully as in a mirror. I know that in India public opinion has to be educated as well as represented. This makes the responsibility all the greater. The native Press should keep steadily in view the cardinal requisites of progress,—a desire to find out what is true, just, and beneficial, and to avoid what may secure temporary advance at the cost of more or less permanent injury; an ever-present feeling that large masses of men can move but slowly onward, and that the true secret of success is "to hasten slowly;" a cordial recognition of all that is good in existing forms and methods, and a settled conviction that "political institutions, to be efficient, must grow up from within, and not be imposed from without." The native Press is yet in a state of infancy. Faults of indiscretion deserve, therefore, to be treated with indulgence. I have often noted a desire to produce sensational effects, a proneness to exaggerate, a warping of the judgment due to defective knowledge, and a tendency to make intemperate invective do duty for sound and sober criticism. Permit me to urge that the plainest mode of saying a thing is almost always the most effective mode, and that no criticism strikes so vigorously home as that which bears the evident impress of a careful study of facts, and of a desire to judge without fear or favour.

Allow me to say a few words next on social reform. It is said that human opinion has to pass through three phases,—“the unanimity of the ignorant, the disagreement of the inquiring, and the unanimity of the wise.” Having after long ages emerged from the state of unanimity of the ignorant, we are now passing through the necessary transition stage of the disagreement of the inquiring. The fault will be ours, if we do not so order things in this second stage as to make the nearest approach possible to the third stage, the unanimity of the wise. I am sincerely convinced that real progress is possible, in this as in other directions, only if the guiding spirits of the movement are men of enlightened views, sound moral impulses, and a living religious sentiment,—men capable of looking before and after,—men not

so blindly attached to the past as to oppose every thing new nor so rashly bent on reform as to despise every thing old. Never lose sight of the fact that you have to carry the masses with you, and that in consequence some of the social and religious changes that the educated few may be ripe for will have to be postponed; and that true wisdom and philanthropy require that while you have your faces set in the right direction, and while you have the courage to declare your convictions, you walk warily and slowly so that your less favoured brethren may follow your lead at such pace as is good for them. Observe, I do not commend the practice, which is only too prevalent, of talking and acting in a manner entirely at variance with one's own thoughts and feelings. Such incongruity between the inner and the outer life is the very death of all that is pure and noble and self-denying. According to the best light in you, approve only of what you consider to be right, and so conduct yourself as to make it clear, that you neither justify nor excuse injurious customs and debasing superstitions. The Western ideas and sentiments that you have imbibed in the course of your education will and must urge you to advance, but as in human affairs good and evil are inextricably blended together, and the desire to obtain a thing is no guarantee of fitness to use the thing desired wisely and well, I would solemnly entreat you to look before you leap, and to make sure by observation, by study, and by reflection that in your impatient unwillingness to bear the ills you have, you do not fly to greater ills you know not of. 'Prove all things.' A spirit of rational and searching inquiry is the necessary outcome of the scientific discipline that you have had. You cannot help feeling the absurdity of assuming that all our thinking has been done for us by our ancestors. If through indolence, or love of selfish ease, or fear of consequences, you fail to think for yourselves, and if you neglect your opportunities of doing what you can to make your domestic life and your social surroundings harmonize better with the needs of the present, you will, believe me, be unworthy of the education you have received; you will betray the trust the University reposes in you; you will be false to yourselves and false to your countrymen. I say again 'prove all things,' but "hold fast that which is good." While I feel nothing but respect in regard to the intentions and motives of those among us who would fall back on the Shastras for working out a new social scheme for the people of India, I must take the liberty to say that that method seems to me to be inadequate,—nay more positively injurious. The Shastras are worthy of all reverence as handing down to us the traditions of a by-gone civilization. No social reformer can afford to despise them, or to neglect their study. But it is abundantly manifest that rules and observances and institutions, that suited the men of a by-gone age, can hardly suit us, who live under a very different environment. The method of finding in the Shastras chapter and verse in support of this or that reform may carry us some little way forward, and that only after a long struggle over texts and interpretation; but I feel convinced that such a re-casting and re-construction as would eliminate from our social life the elements that have for so long held an iron sway, and paralysed our intellectual and moral energies, could be achieved only by modifying the Shastric injunctions, and not by a tacit conformity to them. I have said that the method under criticism is injurious, and my reason for saying so is that what might be gained by placing reform on a false basis is nothing as weighed in the scales against what must be lost. This wrong method will and must stand in the way of many important reforms that every true friend of India would wish to see accomplished, and I

92

would, therefore, impress upon your minds the necessity for giving this subject your most earnest consideration. By all means venerate the past; be proud of the relics of ancient civilization that abound in India; admire our ancient philosophy for its depth and subtlety and penetrative insight; and love our ancient literature for its sweetness and pathos and wealth of profound moral and religious sentiment. But remember that the richer the legacy you have inherited from the dead, the stronger the obligation to make the lives of present and future generations something the better for your self-denying labors in the cause of national progress.

I fear I have already overtaxed your patience. I shall content myself, therefore, with making very brief mention of two other important duties that you have to perform. You have to cultivate the study of your mother-tongue, and to improve it to such an extent as to make it a fit medium for the communication of Western ideas in Science and Philosophy. You have to promote the education of your women, and to make your fellow-countrymen understand that the education a woman wants is not that which will make her a better sort of household drudge or a more agreeable kind of play-thing, but that which will make her fit to sympathize with her husband's aims and aspirations, to offer him wise counsel, and so to bring up her children as to turn their natural endowment to the best account.

It has been often pointed out that there is among you much industry but little thought, great power of acquisition but small power of production. The charge, I fear, is well grounded. This unsatisfactory result is, I have no doubt, in some measure due to the vicious methods of teaching necessitated by the demands of the long series of examinations that our young men have to pass, and the small scope allowed for the free play of the intellect when its whole energy is spent on the mere acquisition of knowledge, and there is little power and less inclination for assimilating and organizing the knowledge acquired. You do not need to be told that your education has but just begun. It has begun not only in the sense that you have to go on adding to your stock of knowledge to keep yourself abreast of the times in which you live, but also in the sense that you have to reflect on what knowledge you have already gained, and make it a part of your intellectual furniture. Most, if not all of you, will have to discharge professional duties of one kind or another. Your education up to this point has been intended to fit you for every path of life. You have now to choose some one path. See to it that the path you choose is such as is suited to your tastes and capabilities. I count it superfluous to advise you that professional success cannot be attained without a careful study of principles, and without that skill in the application of principles which is to be gained only by constant practice. The tendency to study almost exclusively codes and acts, rules and regulations is a survival of scholastic habits that need in your case to be checked and counteracted, rather than encouraged. Let me warn you, of the danger you have to guard against in your ardent pursuit of professional success,—the danger of learning only what bears on your profession and of neglecting altogether those humanizing studies, which are necessary to keep the intellect fresh, active and healthy; the danger of your letting the mind more in well-worn grooves,—the danger of your becoming slaves to routine. Remember that while you have to improve your professional knowledge and skill, you have also to keep up the habit of studying the wise and noble thoughts of the living and the dead. It is only by doing so that you may hope to have a well-balanced mind,—a mind with a clear sense of the true and just,—a mind with a keen sense of the beautiful in nature or art,—a mind instinct with noble feelings.

I now conclude, but before concluding, I congratulate you in the name of the University on the honors you have attained, and bid you go forth into the world, and win your spurs in the battle of life. The University to which you belong will watch your career with anxious solicitude, and expect you not simply to do the best you can, each for himself,—but also to do the best you can for your fellow-men and your mother country.

UPPER SECONDARY EXAMINATION.

PREPARATORY PAPERS SET AT
CHEUNGALAOYA MACKER'S COMMERCIAL AND TECHNICAL HIGH SCHOOL.
DECEMBER 1889.

ARITHMETIC.

- I. Find the difference between simple and compound interest payable yearly on £1,220 14s. at 3 per cent. for 4 years.
- II. Find the compound interest payable half yearly on Rs. 3,844 12as. at 7 per cent. for 2 years.
- III. Find the true present value and discount on £355 due in $3\frac{1}{2}$ years at 4 per cent. simple interest.
- IV. A bill for £1,600 was drawn on September 3rd to be paid 4 months after date. If this was discounted on December 20th at $2\frac{1}{2}$ per cent. what was the banker's discount.
- V. What is the value of a Bill for Rs. 9,157 8as. payable 60 days after sight at $1\frac{1}{2}$ per cent. banker's discount.
- VI. What is the cash price of the stock when the annual income is £850, rate of interest on stock $4\frac{1}{2}$ per cent. and quotation 102 $\frac{1}{2}$? and what is the stock quoted at when the cash price is Rs. 16,525, annual income Rs. 525 and the rate of interest on stock $5\frac{1}{2}$ per cent.?
- VII. What is the amount on which a commission of £92 16s. is charged at $3\frac{1}{2}$ per cent.
- VIII. What sum must be insured at 4 per cent. so that the owner in case goods worth £735 are lost, may receive the value of the goods and the premium.
- IX. A person mixes 9 gallons of water with 63 gallons of wine which cost Rs. 236 4as. what does he gain per cent. by selling the mixture at Rs. 3 14as. a gallon. (Answer to be in vulgar fractions.)
- X. Define the terms tare, tret, and suttle weight.
If tare is allowed at 1 cwt. 8 lbs. in the gross and if the net weight of 20 casks of sulphur be 15 cwt. 14 lbs., ascertain the gross weight per cask.
- XI. If 410 men can dig a trench 800 yards long, 300 yards wide and 20 yards deep in 3 months, working 25 days in each month, at 7 hours a day, how many hours must 300 men work a day, to dig a trench 750 yards long, 200 yards wide and 25 yards deep, in 4 months, working 28 days in each month?

[To be worked by Rule of three and not by the Unitary Method.]

XII. Having given the following table:—

Length of Railway in England in 1849.	NO. OF PASSENGERS.		
	1ST CLASS.	2ND CLASS.	3RD CLASS.
Miles, 4355.5	6,186,399	18,844,152	24,818,313

find the average number of passengers per mile, neglecting fractions.

93

GEOMETRY.

2 P. M.—4 P. M.

- I. What is meant by the diagonal of a figure? Give a method of finding the number of diagonals of a polygon. How many diagonals has the Octahedron?
- II. A. Describe the following instruments:—Protractor cross-staff, sliding-gauge, and square. How's each used?
B. Use only the rectangular card in solving the following problems:
1) At a given point in a given straight line to make an angle equal to a given angle.
2) To describe a rhombus.
- III. Define a locus and shew that the locus of a point equidistant from two given points is the perpendicular bisector of their join.
- IV. In a circle (i) the diameter is greater than any other chord;
(ii) equal arcs are subtended by equal chords;
(iii) the perpendicular bisectors of two chords meet at a fixed point.
- V. Give the construction for the following problems:—
i. To bisect a given straight line.
ii. To bisect a given angle.
iii. To divide the circumference of a circle into 5 equal parts.
iv. To describe a regular pentagon on a given straight line.
- VI. (i) Define a right angle. Shew that the angles which one straight line makes with another on one side of it are equal to two right angles.
(ii) The perpendicular is the shortest line that can be drawn from a point to a straight line.
- VII. (i) Describe a triangle having its sides 3, 4 and 5 times a given straight line.
(ii) Describe a number of triangles on the same base and on the same side of it so that all the sides terminated at one extremity of the base may be of given length.
(iii) Describe a regular hexagon, join all the diagonals, produce the alternate sides of the hexagon to meet, and join their intersections.
(iv) Describe a square, join the diagonals, produce each side of the square both ways until the produced parts are each equal to half the diagonal and join the points thus obtained.

COMMERCIAL CORRESPONDENCE.

Examiner—MR. K. SUBRAHMANYA Aiyar.

TIME—3 HOURS.

- I. (a) By whom and to whom should the following bill be presented for acceptance?
(b) What is the procedure to be adopted if the drawer refuses to accept it?
(c) What is the procedure to be adopted if every one of the parties authorized to accept the bill refuses to accept it?
(d) What is the holder to do, if the drawer, after accepting the bill, dishonors it on the due date? Specify the due date.
(e) If one Mr. Arthur pays the bill for honor of the Paris Company, what circumstances must have preceded such payment for honor? How would the Paris Company be benefited by such payment? Would such payment in any way benefit the Madras Company? What would be the rights of the payer, for honor?
(f) What object is served by three cases of need being specified?

MADRAS, 30th November, 1889.

FIRST OF EXCHANGE FOR £2,000.

Two months after sight of this First of Exchange (second and third unpaid) pay to the order of the Venice Company the sum of two thousand pounds and charge the same to the account of the

To

THE MANCHESTER COMPANY,
MANCHESTER.

MADRAS COMPANY.

In need with the Cotton Company, Manchester for honor of the MADRAS COMPANY.

In need with the Liverpool Company for honor of the PARIS COMPANY.
In need with the Lancaster Company for honor of the BRUSSELS COMPANY.

Endorsements.

Pay the Paris Company or order.

THE VENICE COMPANY.

Pay the Brussels Company or order.

THE PARIS COMPANY.

Pay the Amsterdam Company or order.

THE BRUSSELS COMPANY.

II. (a) You are the holder of a second of exchange, on which is written 'First accepted with Mr. Knight, Broadway, Madras.' What should you do in order to get paid for your bill, supposing (1) the bill has been accepted, (2) acceptance has been refused?

(b) May the holder of a bill refuse to take an acceptance for honor? May the drawee become an acceptor for honor?

(c) What are the rights of the purchaser of a cheque marked 'not negotiable'?

III. (a) Distinguish (1) a charter-party from a bill of lading, (2) general from particular average, (3) particular average from total loss, and (4) actual from constructive total loss.

(b) Explain the terms: lay days; demurrage; stowed; a general ship; and measurement tonnage.

(c) How many copies of a bill of lading are usually made out and how are those copies used?

IV. What is the freight claimable in the following six cases, if 750 tons are shipped on board, *The Olive*, whose registered tonnage is 1,250?

(a) The *Olive* is chartered for Rs. 12,500 and (1) all the goods reach the destination (2) 250 tons are jettisoned on the voyage.

(b) The bill of lading states that freight is to be paid @ Rs. 100 per ton of the ship's capacity.

(c) The bill of lading fixes the freight @ Rs. 75 per ton of goods and

(1) All the goods reach the destination in good condition;

(2) 250 tons of goods are jettisoned and the remaining goods reach the destination in good condition;

and (3) 250 tons are jettisoned and 500 tons are delivered, on landing, in a completely damaged condition.

V. (a) Prepare the general average statement in the following case:

The 'India,' on her voyage to Australia, lost masts and sails to the value of over Rs. 300, in consequence of a storm. To prevent further disastrous effects, the captain had to cut a cable made for Rs. 650, and had to throw overboard all the goods of K, during which act of jettison, the goods of L were damaged to the extent of Rs. 500. In spite of these precautionary steps, the goods of M were damaged by the storm to the extent of Rs. 250. The value of the ship is Rs. 20,000, the cargoes of K, L, M, N, O and P are worth Rs. 1,100, 2,000, 750, 900, 1,250, and 3,000 respectively; freight Rs. 900; and the average stater's fee Rs. 25.

(b) The ship, the freight, and the cargoes have been insured. State the amount recoverable from the underwriters by every one of the losers in the above transaction.

VI. (a) Explain: 1, F. C. S.; 2, F. G. A.; 3, F. P. A.; 4, barratry; 5, salvage loss; 6, Hide clause; 7, running down clause; 8, C. F. I.

(b) Will the underwriters be liable if goods insured F. P. A. are totally lost?

(c) Describe the steps that the captain of a ship should take when he has to raise a bottomry loan.

(d) What documents should be produced by a ship-owner when he claims particular average from his underwriters? State how each of the documents you name is necessary for the settlement of the ship's claims.

VII. Prepare the particular average statement in the following case, taking the fee to be Rs. 50.

600 tons of coffee are packed in 125 bags marked C and 175 bags marked D and insured for thirty thousand Rupees in ten valuations or series of thirty. Bags C 123 and 124 are lauded empty, and bags D 3 and D 4, D 22-29, and D 141-150 are sea-

damaged. The sound portions are sold @ Rs. 60 per ton; D 3 and 4 weigh, on landing, 1 ton 12 cwt. a bag and sell @ Rs. 50 a ton. D 22-29 weigh together 15½ tons and sell for Rs. 900, D 141-150 weigh 2 tons a bag and sell @ Rs. 54 a ton.

BOOK-KEEPING.

Examiner.—MR. K. SUBRAHMANYA AIVAR, B.A.

10 A.M.—1 P.M.

I. (a) What is a trial balance? Why is it so called? Why should the total of the Dr. side of the trial balance be equal to the Cr. side?

(b) How are personal property and nominal accounts respectively closed?

(c) When is the balance of a personal account carried to Profit and Loss?

(d) Name three ways in which assets and liabilities may be journalised.

II. (a) Give reasons for every one of the following journal entries, and (b) express them in popular language as in the waste-book.

	Dr. Rs.	Cr. Rs.		Dr. Rs.	Cr. Rs.
1. Cash ...	500		6. Interest ...	80	
To Jones ...		500	To capital ...		80
2. Rent ...	200		7. Jones ...	150	
To Smith ...		200	To Interest ...		150
3. Tenant Right ...	1,000		8. William ...	800	
To Cash ...		1,000	To Sundries, viz.,		
4. Smith ...	600		Bill Receivable ...		780
To bank ...		600	Discount ...		20
5. Wages ...	100		9. Arthur ...	700	
To cash ...		100	To Bill payable ...		700
			10. Bill receivable ...	600	
			To Jones ...		600

III. (a) If the capital account is closed with an entry 'To Profit and Loss Rs. 200,' is it a case of net profit or net loss?

(b) If, when the accounts of a merchant are closed, he is found to be insolvent, will his balance account close with the entry 'by capital' or 'to capital'?

(c) Will an account that shows some profit close with the entry 'by Profit and Loss' or 'to Profit and Loss'?

IV. Journalise the following:—

	Rs.		Rs.
1. Paid Mr. Mandarin by cheque ...	1,000	5. Accepted Bell and Co's draft	
2. Received a cheque from		for ...	1,500
Mr. Jones for ...	500	6. Trabner & Co., accepted my	
3. Paid into my bank a cheque		draft for ...	800
received from Mr. Blunford		7. Received cash for draft due	
for ...	700	this day ...	1,200
4. Allow for depreciation of		8. Interest due to Mr. Kwong ...	75
horses ...	20		

V. From the following Trial Balance, prepare the balance, profit and loss and capital accounts, and close them, the value of the goods on hand being Rs. 1,000. Also prepare the ledger for next year.

Rs.		Rs.		Rs.		Rs.	
9,500	Cash ...	6,000		400	Trade charges ...		
5,600	Goods ...	6,000		2,750	William ...		500
4,000	Bill receivable ...	1,000		700	Robert ...		700
3,500	Bill payable ...	5,000		2,000	John ...		400
100	Interest ...	200		800	Raman ...		900
175	Discount ...	100		3,200	Kesavan ...		700
100	Bad debts ...			600	Rent ...		
1,200	Consignment to Arthur ...	1,400		25	Commission ...		100
150	Consignment from Jones ...	1,900			Landlord ...		300
1,400	Arthur ...	600		3,000	Bank ...		3,600
800	Jones ...				Capital ...		10,600

VI. Journalise, post, and close the following:—

	Rs.		Rs.
Cash on hand ...	50	Due to Hasler ...	1,000
Cash in Bank ...	750	Due by Hitching ...	89
Goods on hand ...	3,815	Bill receivable due by Hind ...	57
Due to Harper ...	600	Bill payable to Hills ...	1,000
Due by Hathaway ...	226	Bill receivable due by Hatt ...	75
Due by Henderson ...	60		

	TRANSACTIONS.	Rs.
JANUARY	14. Hatt's acceptance paid	
FEBRUARY	4. Sold goods to Hitching ...	78
"	10. My acceptance to Hills due this day paid by my bank	
"	15. Sold goods to Hathaway...	900
"	16. Hathaway gives me cash and his acceptance for the balance	500
"	20. Hind's bill paid	
MARCH	3. Sold goods to Hasler for and gave him my acceptance for the balance due to him	800
"	10. Henderson becomes insolvent and pays me a dividend of twelve annas in the Rupee	
"	20. Bought goods of Harper for and accepted his draft for the amount	1,200
"	31. Trade charges ...	35
"	" Drew out for private Expenses ...	50
"	" Goods on hand ...	3,500

MENSURATION.

Examiner.—MR. W. CAMES.

TIME—3 HOURS.

Note $\pi = 3\frac{1}{2}$; a chain = 66 feet.

I. Find the least unit of length in order that $3\frac{1}{2}$ feet, $\frac{1}{2}$ yard, $\frac{3}{4}$ inch may be represented by integers. What are the integers?

II. Find the area in acres of a triangular field whose sides are 25, 20 and 15 chains.

III. Find the area in acres of a quadrilateral ABCD. The sides are AB=300, BC=400, CD=630, DA=700 links, and angle ABC=90°.

IV. The walls of a room 21 feet long, $15\frac{1}{2}$ feet wide and $11\frac{1}{2}$ feet high are painted at a cost of £17-17-3½. Find the cost of painting the ceiling at the same rate.

V. Find by Simpson's Rule, the area of an offset piece, the ordinates, $\frac{1}{2}$ inch apart, being 4.4, 4.6, 5.2, 5.4; 5.1, 4.9, 4.8, 4.5, 4.3 inches.

VI. Given that the area of an equilateral triangle = $\left(\frac{\text{Side}}{2}\right)\sqrt{3}$, find the area of a hexagon of side 10 feet.

VII. A circular pond has an area of $346\frac{1}{2}$ sq. yards. Find the cost of fencing it round at 4s. 6d. per lineal yard.

VIII. The radius of a circle = $\sqrt{2}$ inches; two parallel straight lines are drawn in it each 1 inch from the centre. Find the area of the part of the circle between the straight lines.

IX. The height of an elliptic segment is 8 inches; its base parallel to the minor axis 4 inches; if the major axis be 24 inches, what is the area of the ellipse.

X. The base of a Parabola is 60 feet, and its height 10 feet, find area and length of arc.

XI. Prove that the area of a regular octagon is the difference of two squares.

XII. A triangle has its sides 9, 10 and 11 units, respectively. A strip of breadth 2 units is taken off all round from the triangle; find the area of the remainder. In this example you may assume that, radius of inscribed circle

$$= \frac{2 \times \text{area of triangle}}{\text{Perimeter.}}$$

UNIVERSITY OF MADRAS.

MATRICULATION EXAMINATION, 1889.

WEDNESDAY, 18TH DECEMBER 2 to 3.30 P.M.

ALGEBRA.

I. Simplify the expressions:—

$$1. x - [a - \{2a - (3a - 4a - x)\}]$$

$$2. \{(x^{a+b+c} \times x^{a-b+c})^b\}^c$$

$$3. (a^2+b)^m \times (a-b)^m \times (a^2+b^2)^m$$

II. Arrange the expression $x(p+x)\{x^2+q^2-x(p-x)\} - (p^2+qx)(2x^2 - qx+q^2)$ in powers of x ; and divide it by $x^2+(p-q)x-p^2$

III. 1. If $x^2=ab+bc+ca$ show that $(a^2+x^2)(b^2+x^2)(c^2+x^2)$ is a perfect square.

2. Extract the square root of $1-xy-y^2x^2y^2+2x^2y^2+4x^2y^4$.

IV. 1. Find the G. C. M. of $7x^3-18x^2+17x-5$ and $2x^4-x^2-9x+13$.

2. Simplify the expression:—

$$\frac{b^2+c^2-2a^2}{(a-b)(a-c)} + \frac{c^2+a^2-2b^2}{(b-c)(b-a)} + \frac{a^2+b^2-2c^2}{(c-a)(c-b)}$$

V. Solve the equations:—

$$1. \frac{(x+1)(x+9)}{(x+2)(x+4)} = \frac{(x+6)(x+10)}{(x+5)(x+7)}$$

$$2. x + \sqrt{x^2+9} = 9.$$

$$3. x-2y=5, \quad 3x+4z=6, \quad 5x+6y+2z=11.$$

VI. A person bought 186 mangoes for ten rupees; some he bought at the rate of 18 per rupee, and the rest at 15 per rupee. How many did he buy of each sort?

SOLUTIONS.

$$I. (1) x - [a - \{2a - (3a - 4a - x)\}]$$

$$= x - a + \{2a - (3a - 4a - x)\}$$

$$= x - a + 2a - 3a + 4a + x = 2a.$$

$$(2) \{(x^{a+b+c} \times x^{a-b+c})^b\}^c$$

$$= \{x^{a+b-c+a-b+c}\}^b\}^c = \{x^{2a}\}^b\}^c$$

$$= (x^{2ab})^c = x^{2abc}.$$

$$(3) (a+b)^m \times (a-b)^m \times (a^2+b^2)^m$$

$$= \{(a+b)(a-b)\}^m \times (a^2+b^2)^m = (a^2-b^2)^m \times (a^2+b^2)^m$$

$$= \{(a^2-b^2)(a^2+b^2)\}^m = (a^4-b^4)^m.$$

$$II. x(p+x)\{x^2+q^2-x(p-x)\} - (p^2+qx)(2x^2-qx+q^2)$$

$$= (x^2+px)\{x^2+q^2-px\} - (p^2+qx)(2x^2-qx+q^2)$$

$$= (x^2+q^2-px)(x^2+q^2+px) - (p^2+qx)(2x^2-qx+q^2)$$

$$= (x^2+q^2-px)(x^2+q^2+px) - p^2(2x^2-qx+q^2) - qx(2x^2-qx+q^2)$$

$$= (x^2+q^2-px)(x^2+q^2+px) - p^2(2x^2-qx+q^2) - qx(2x^2-qx+q^2)$$

$$= (x^2+q^2-px)(x^2+q^2+px) - p^2(2x^2-qx+q^2) - qx(2x^2-qx+q^2)$$

$$= \{x^2+(p-q)x-p^2\} \{x^2+(q^2-px-qx)\}$$

If this is divided by $\{x^2 + x(p-q) - p^2\}$ the result is $x^2 - x(p+q) + q^2$.

To arrange the given expression in descending powers of x .

$$\begin{aligned}\text{Expression} &= (x^2 + px)(x^2 + p^2 + q^2 - px) - (p^2 + qx)(2x^2 + q^2 - qx) \\ &= x^4 + x^3(p^2 + q^2) - px^3 + px^3 + px^2(p^2 + q^2) - p^3x^2 - 2x^2p^2 - p^2q^2 \\ &\quad + p^2qx - 2qx^3 - q^3x + q^2x^2 \\ &= x^4 - 2qx^3 + x^3(2q^2 - 2p^2) + x\{p^2(p+q) + q^2(p-q)\} - p^2q^2.\end{aligned}$$

Division.

$$\begin{array}{r} x^2 + (p-q)x \\ -p^2 \end{array} \left(x^4 - 2qx^3 + 2x^3(q^2 - p^2) + x\{p^2(p+q) + q^2(p-q)\} - p^2q^2 \right) \begin{array}{r} x^2 - x(p+q) \\ + q^2 \end{array}$$

$$\begin{array}{r} x^4 + x^3(p-q) - p^2x^2 \\ -x^3(p+q) + 2x^3(q^2 - p^2) + p^2x(p+q) + p^2x^2 \\ -x^3(p+q) - x^3(p^2 - q^2) + p^2x(p+q) \\ \hline q^2x^2 + q^2x(p-q) - p^2q^2 \\ q^2x^2 + q^2x(p-q) - p^2q^2 \end{array}$$

$$\therefore \text{Quotient} = x^2 - x(p+q) + q^2.$$

III. (1) Since $x^2 = ab + ac + bc$.

$$x^2 + a^2 = a^2 + ab + ac + bc = a(a+b) + c(a+b) = (a+b)(a+c).$$

Similarly

$$x^2 + b^2 = b^2 + ab + ac + bc = (b+a)(b+c).$$

$$\text{and } x^2 + c^2 = c^2 + ab + ac + bc = (c+a)(c+b).$$

$$\therefore (a^2 + x^2)(b^2 + x^2)(c^2 + x^2) = (a+b)(a+c)(b+a)(b+c)(c+a)(c+b) \\ = \{(a+b)(a+c)(b+c)\}^2, \text{ which is obviously a perfect square.}$$

$$(2) 1 - xy - \frac{15}{4}x^2y^2 + 2x^3y^3 + 4x^4y^4 \left(1 - \frac{xy}{2} - 2x^2y^2 \right)$$

$$\begin{array}{r} 1 \\ 2 - \frac{xy}{2} - xy - \frac{15}{4}x^2y^2 \\ -xy + \frac{x^2y^2}{4} \end{array}$$

$$\begin{array}{r} 2 - xy - 2x^2y^2 \\ -4x^2y^2 + 2x^3y^3 + 4x^4y^4 \\ -4x^2y^2 + 2x^3y^3 + 4x^4y^4 \end{array}$$

IV. (1) G. C. M. of the two given expressions

$$= \text{G.C.M. of } 7x^3 - 19x^2 + 17x - 5 \text{ and } 2x^4 - x^3 - 9x^2 + 13x - 5 - 7x^3 + 19x^2 - 17x + 5 \\ (\text{i.e.}) 2x(x^3 - 4x^2 + 5x - 2).$$

$$= \text{G. C. M. of } x^3 - 4x^2 + 5x - 2, \text{ and } 7x^3 - 19x^2 + 17x - 5 - 7(x^3 - 4x^2 + 5x - 2) \\ (\text{i.e.}) 9(x^2 - 2x + 1)$$

$$+ \text{G. C. M. of } x^2 - 2x + 1 \text{ and } x^3 - 4x^2 + 5x - 2 - x(x^2 - 2x + 1) \text{ or } -2(x^2 - 2x + 1) \\ = x^2 - 2x + 1 = (x-1)^2.$$

$$\begin{aligned} (2) \frac{b^2 + c^2 - 2a^2}{(c-b)(a-c)} + \frac{c^2 + a^2 - 2b^2}{(b-c)(a-b)} + \frac{a^2 + b^2 - 2c^2}{(c-a)(b-c)} \\ = \frac{(b^2 - a^2) + (c^2 - a^2)}{(b-a)(c-a)} + \frac{(c^2 - b^2) + (a^2 - b^2)}{(c-b)(a-b)} + \frac{(a^2 - c^2) + (b^2 - c^2)}{(a-c)(b-c)} \\ = \frac{b+a}{c-a} + \frac{c+a}{b-a} + \frac{b+c}{a-b} + \frac{a+b}{c-b} + \frac{a+c}{b-c} + \frac{b+c}{a-c} \\ = \frac{1}{c-a} (b+a-b-c) + \frac{1}{b-a} (c+a-b-c) + \frac{1}{c-b} (a+b-a-c) \\ = \frac{a-c}{c-a} + \frac{a-b}{b-a} + \frac{b-c}{c-b} = -\frac{c-a}{c-a} - \frac{b-a}{b-a} - \frac{c-b}{c-b} \\ = -1 - 1 - 1 = -3. \end{aligned}$$

$$V. (1) \frac{(x+1)(x+9)}{(x+2)(x+4)} = \frac{(x+6)(x+10)}{(x+5)(x+7)}$$

$$\therefore \frac{(x+1)(x+5)}{(x+2)(x+4)} = \frac{(x+6)(x+10)}{(x+7)(x+9)}$$

$$\therefore 1 - \frac{(x+1)(x+5)}{(x+2)(x+4)} = 1 - \frac{(x+6)(x+10)}{(x+7)(x+9)}$$

$$(ie) \frac{(x+2)(x+4) - (x+1)(x+5)}{(x+2)(x+4)} = \frac{(x+7)(x+9) - (x+6)(x+10)}{(x+7)(x+9)}$$

$$(ie) \frac{3}{(x+2)(x+4)} = \frac{3}{(x+7)(x+9)}$$

$$\therefore (x+2)(x+4) = (x+7)(x+9)$$

$$\therefore x^2 + 6x + 8 = x^2 + 16x + 63$$

$$\therefore 16x - 6x \text{ or } 10x = 8 - 63 \text{ or } -55$$

$$\therefore x = -\frac{55}{10} = -5\frac{1}{2}.$$

$$(2) x + \sqrt{x^2 + 9} = 9$$

$$\therefore \sqrt{x^2 + 9} = 9 - x$$

$$\therefore x^2 + 9 = (9 - x)^2 = 81 - 18x + x^2$$

$$\therefore 9 = 81 - 18x$$

$$\therefore 18x = 81 - 9 = 72$$

$$\therefore x = \frac{72}{18} = 4.$$

$$(3) x - 2y = 5$$

$$\therefore 6x - 12y = 30.$$

$$\text{but } 6x + 5z = 21$$

$$\therefore 5z + 12y = 21 - 30 = -9$$

$$\text{but } 4x + 3y \text{ being by the question} = 6^c$$

$$16z + 12y = 24$$

$$\therefore 5z - 16z \text{ or } -11z = -9 - 24 \text{ or } -33 \therefore z = 3.$$

$$\text{But } 5z + 6x = 21 = 15 + 6x \therefore 6x = 6 \therefore x = 1$$

$$\text{Since } x - 2y = 5, 1 - 2y = 5 \therefore 2y = -4 \therefore y = -2.$$

VI. Let x = number of mangoes purchased of the first kind.

Then $166 - x$ = number of mangoes purchased of the second kind.

The price of x of the first kind at 18 per rupee = $\frac{x}{18}$ Rs. and the price of $166 - x$ of the second kind at 15 per rupee = $\frac{166 - x}{15}$ Rs.

Therefore the cost of all the mangoes purchased = $\frac{x}{18} + \frac{166 - x}{15}$ which by the question = 10 Rs.

$$\therefore \frac{x}{18} + \frac{166 - x}{15} = 10$$

$$\therefore \frac{x}{15} - \frac{x}{18} = \frac{166}{15} - 10 = \frac{16}{15}$$

$$\therefore \frac{3x}{15 \cdot 18} = \frac{16}{15} \therefore x = \frac{16 \cdot 18}{3} = 96$$

$$\text{and } 166 - x = 166 - 96 = 70.$$

Netlore,
6th January 1899.

F. S. R.

SOLUTIONS TO ALGEBRA QUESTIONS.
(Vide 'Journal of Education' for February, p. 79.)

$$(1) (a^2 + b^2 - c^2)(a^2 + c^2 - b^2)(b^2 + c^2 - a^2) \\ = (a^2 - b^2 - c^2)(a^2 + c^2 - b^2)(b^2 + c^2 - a^2) + 2ab(a^2 + c^2 - b^2)(b^2 + c^2 - a^2) \\ = \{(a-b)^2 - c^2\} \{(a-c)^2 - b^2\} \{(b-c)^2 - a^2\} + 2ab(a^2 + c^2 - b^2)(b^2 + c^2 - a^2) \\ + 2ac(b^2 + c^2 - a^2)(a-b^2 - c^2)$$

$$(2) (x+1)(x+8)(x+10)(x+17) = (x^2 + 18x + 17)(x^2 + 18x + 80) \\ = (x^2 + 18x)^2 + 97(x^2 + 18x) + 80 \times 17 \\ = (x^2 + 18x)^2 + 97(x^2 + 18x) + 80 \times 20 - 80 \times 9 \\ = (x^2 + 18x + 65)(x^2 + 18x + 32) - 80 \times 9 \\ = (x+2)(x+5)(x+13)(x+16) - 80 \times 9.$$

$$11. (1) (a^2 - bc)^2 + (a^2 - bc)(b^2 - ac) + (b^2 - ac)^2$$

$$= \frac{(a^2 - bc)^3 - (b^2 - ac)^3}{(a^2 - bc) - (b^2 - ac)} \\ = \frac{(a^3 - b^3)(a^2 + b^2 + c^2 - 3abc)}{(a-b)(a+b+c)} \\ = (a^2 + ab + b^2)(a^2 + b^2 + c^2 - ab - ac - bc)$$

$$= (a^2 + ab + b^2) \{(a-c)^2 + (a-c)(c-b) + (c-b)^2\}$$

$$(2) (a^2b + b^2c + c^2a)^2 + (a^2b + b^2c + c^2a)(a^2c + b^2a + c^2b) + (a^2c + b^2a + c^2b)^2 \\ = (a^2b + b^2c + c^2a)^3 - (a^2c + b^2a + c^2b)^3 \\ = (a^2b + b^2c + c^2a) - (a^2c + b^2a + c^2b) \\ = (a^3 - b^3)(b^3 - c^3)(c^3 - a^3) \\ = (a-b)(b-c)(c-a) \\ = (a^2 + ab + b^2)(b^2 + bc + c^2)(c^2 + ca + a^2)$$

$$III. (1) (a^2 + nbc)^3 + (b^2 + nac)^3 + (c^2 + nab)^3 - 3(a^2 + nbc)(b^2 + nac)(c^2 + nab) \\ = (a^3 + b^3 + c^3 - 3abc)^2$$

Coefficient of $a^2b^2c^2$ on the right hand side = coeff. of $a^2b^2c^2$ on the left hand side.

$$\therefore 3(3x^2 - 1 - x^3) = 9, \text{ i.e. } x^3 - 3x^2 + 4 = 0.$$

$$\therefore (x+1)(x-2)^2 = 0. \therefore x = -1 \text{ or } 2. \text{ There are only two different values for } x.$$

$$(2) \frac{(x+1)^n + (x+7)^n + (x+8)^n + (x+14)^n}{(x+2)^n + (x+4)^n + (x+11)^n + (x+13)^n} = 1$$

the term not involving x in the numerator = the term not involving x in the denominator.

$$\therefore 1^n + 7^n + 8^n + 14^n = 2^n + 4^n + 11^n + 13^n, \text{ this is true when } n = 1, 2, \text{ and } 3.$$

When $n = 4$ this is not true. These three values satisfy the given equation.

$$IV. (1) x^2 + y^2 + z^2 = 1.$$

$$1 - x^2 - y^2 - z^2 = 6x^2y^2z^2.$$

$$1 - x^2 - y^2 - z^2 = 6x^2y^2z^2.$$

$$= (x^2 + y^2 + z^2)^3 - x^6 - y^6 - z^6 - 6x^2y^2z^2$$

$$= (x^2 + y^2 + z^2)^3 - x^6 - y^6 - z^6 - 6x^2y^2z^2$$

$$= 3(x^2 + y^2 + z^2)(x^2y^2 + y^2z^2 + z^2x^2) - 6x^2y^2z^2 - 3x^2y^2z^2$$

$$= \frac{3(x^2y^2 + y^2z^2 + z^2x^2 - 3x^2y^2z^2)}{2(x^2y^2 + y^2z^2 + z^2x^2 - 3x^2y^2z^2)} = \frac{3}{2}$$

$$(2) ab + ac + bc = 0.$$

$$a^2 - bc = ab + ac + a^2 = a(a+b+c); b^2 - ac = b(a+b+c); c^2 - ab = c(a+b+c);$$

$$\therefore (a^2 - bc)^3 + (b^2 - ac)^3 + (c^2 - ab)^3 = (a+b+c)^3(a^3 + b^3 + c^3) \\ = (a+b+c)(a^3 + b^3 + c^3)(a^2 + b^2 + c^2) \text{ since } ab + ac + bc = 0.$$

$$V. (1) \frac{(x+a)(x+b)}{x+a+b} + \frac{(x-a)(x-b)}{x-a-b} = \frac{(x-a)(x+b)}{x-a+b} + \frac{(x+a)(x-b)}{x+a-b}$$

$$\therefore x + \frac{ab}{x+a+b} + x + \frac{ab}{x-a-b} = x + \frac{ab}{x-a+b} + x + \frac{ab}{x+a-b}$$

$$\therefore \frac{1}{x+a+b} + \frac{1}{x-a-b} = -\left(\frac{1}{x-a+b} + \frac{1}{x+a-b}\right)$$

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

$$\therefore x = 0 \text{ or } x^2 = a^2 + b^2$$

$$(2) \sqrt{a+b-2c+2x} = \sqrt{a+c-2b+2x} + \sqrt{b+c-2a+2x}$$

$$p+q+r=0 \text{ if } a+b-2c=p$$

$$a+c-2b=q$$

$$b+c-2a=r$$

$$\sqrt{p+2x} = \sqrt{q+2x} + \sqrt{r+2x}$$

$$\text{Squaring } p+2x = q+2x + r+2x + 2\sqrt{(q+2x)(r+2x)}$$

$$p - (q+r) - 2x = 2\sqrt{(q+2x)(r+2x)}$$

$$p - x = \sqrt{(q+2x)(r+2x)}$$

$$\text{Squaring } p^2 + x^2 - 2px = (q+2x)(r+2x)$$

$$= rq + 4x^2 + 2x(q+r)$$

$$\text{since } p = -(q+r),$$

$$\therefore 3x^2 = rq - p^2$$

$$\therefore x^2 = \frac{rq - p^2}{3} = \frac{(b+c-2a)(c+a-2b) - (a+b-2c)^2}{3}$$

$$(3) \frac{a^5 + b^5 + c^5}{a^2 + b^2 + c^2} = (a^4 + b^4 + c^4) \left(\frac{a^2 + b^2 + c^2}{a^2 + b^2 + c^2} \right)$$

$$a^5 + b^5 + c^5 = (a^4 + b^4 + c^4)(a^2 + b^2 + c^2) - 2a^2b^2c^2$$

$$= (a^4 + b^4 + c^4) - 2a^2b^2c^2(a^2 + b^2 + c^2) - 2a^2b^2c^2$$

$$\therefore 2x^4(a^4 + b^4 + c^4) = (a^4 + b^4 + c^4) - a^5 - b^5 - c^5 + 2a^2b^2c^2(a^2 + b^2 + c^2) \\ = 2a^2b^2c^2(a^4 + b^4 + c^4)$$

$$\therefore x^4 = a^2b^2c^2 \therefore x^2 = \pm ab.$$

$$VI. (1) \frac{2a+3b+4c}{4a+5b+6c} - \frac{6a+7b+8c}{8a+9b+10c} + \frac{(6a+7b+8c)^2 + 4(a+b+c)^2}{(6a+7b+8c)^2 - 4(a+b+c)^2}$$

$$= 1 - \frac{2(a+b+c)}{4a+5b+6c} - 1 + \frac{2(a+b+c)}{8a+9b+10c} + \frac{(6a+7b+8c)^2 + 4(a+b+c)^2}{(6a+7b+8c)^2 - 4(a+b+c)^2}$$

$$= \frac{2(a+b+c) \{4a+5b+6c-8a-9b-10c\}}{(4a+5b+6c)(8a+9b+10c)} + \frac{(6a+7b+8c)^2 + 4(a+b+c)^2}{(6a+7b+8c)^2 - 4(a+b+c)^2}$$

$$= -\frac{8(a+b+c)^2}{(6a+7b+8c)^2 - 4(a+b+c)^2} + \frac{(6a+7b+8c)^2 + 4(a+b+c)^2}{(6a+7b+8c)^2 - 4(a+b+c)^2}$$

$$= \frac{(6a+7b+8c)^2 - 4(a+b+c)^2}{(6a+7b+8c)^2 - 4(a+b+c)^2} = 1$$

$$N.B. - (6a+7b+8c)^2 - 4(a+b+c)^2 = (4a+5b+6c)(8a+9b+10c).$$

$$(2) \frac{a^2 + b^2 - c^2}{a+b-c} - \frac{a^2 + c^2 - b^2}{a+c-b}$$

$$\frac{a^2 + b^2 - c^2}{a+b-c} - \frac{a^2 + c^2 - b^2}{a+c-b}$$

$$\begin{aligned}
 &= \frac{(a+b+c) - \frac{2ab}{a+b-c} - (a+c+b) + \frac{2ac}{a+c-b}}{a-b-c + \frac{2ab}{a+c-b} - (a-c-b) - \frac{2ac}{a+b-c}} \\
 &= \frac{2ac(a+b-c) - 2ab(a+c-b)}{2ab(a+b-c) - 2ac(a+c-b)} \\
 &= \frac{c(a+b-c) - b(a+c-b)}{b(a+b-c) - c(a+c-b)} \\
 &= \frac{ac - c^2 - ab + b^2}{ab + b^2 - ac - c^2} = \frac{b^2 - c^2 - a(b-c)}{b^2 - c^2 + a(b-c)} = \frac{b+c-a}{b+c+a}
 \end{aligned}$$

VII (1) $(x-2)^2 + (2x-5)^2$

$$\begin{aligned}
 &= \frac{(x-2)^2(2x-6)^2 + (2x-5)^2}{(2x-6)^2} \\
 &= \frac{(x-2)^2(2x-6)^2 + 1 + (2x-5)^2 - 1}{(2x-6)^2} \\
 &= \frac{(x-2)^2(2x-6)^2 + 1 + (2x-6)(2x-4)}{(2x-6)^2} \\
 &= \frac{\{(x-2)(2x-6) + 1\}^2}{(2x-6)^2} \therefore \text{root} = \frac{(x-2)(2x-6) + 1}{2x-6} \\
 &= x-2 + \frac{1}{2x-6}
 \end{aligned}$$

(2) $(2x^3 - 12x^2 + 21x - 11)^2 + (2x^3 - 6x^2 + 3x + 2)^2$

N.B.—It is evident the first term in the root is $2x^2$, the second term

$$\begin{aligned}
 &= \frac{72x^5}{12x^5} \text{ or } 6x \text{ and the third term is } 5. \\
 &= \{x(2x^2 - 6x + 5) - 3(2x^2 - 6x + 5) - 2x + 4\}^2 + \{x(2x^2 - 6x + 5) - 2x + 2\}^2 \\
 &= (x-3)^2(2x^2 - 6x + 5)^2 + 4(x-2)^2 - 4(x-3)(x-2)(2x^2 - 6x + 5) \\
 &\quad + x^2(2x^2 - 6x + 5)^2 + 4(x-1)^2 - 4x(x-1)(2x^2 - 6x + 5) \\
 &= (2x^2 - 6x + 5)^2 \{ (x-3)^2 + x^2 \} - 4(2x^2 - 6x + 5) \{ x^2 - 5x + 6 + x^2 - x \} \\
 &\quad + 4 \{ (x-2)^2 + (x-1)^2 \} \\
 &= (2x^2 - 6x + 5)^2 + 4(2x^2 - 6x + 5)^2 - 4(2x^2 - 6x + 5)^2 \\
 &\quad - 4(2x^2 - 6x + 5) + 4(2x^2 - 6x + 5) \\
 &= (2x^2 - 6x + 5)^3 \therefore \text{cube root} = 2x^2 - 6x + 5.
 \end{aligned}$$

VIII (1) $\frac{1}{x+9} + \frac{1}{x+12} + \frac{1}{x+20} = \frac{1}{x+8} + \frac{1}{x+15} + \frac{1}{x+18} = K$

$$\begin{aligned}
 &\therefore (x+12)(x+20) + (x+9)(x+20) + (x+9)(x+12) = K(x+9)(x+12)(x+20) \\
 &\quad (x+15)(x+18) + (x+8)(x+18) + (x+8)(x+15) = K(x+8)(x+15)(x+18) \\
 &\therefore 3x^2 + 82x + 528 = K(x^3 + 41x^2 + 528x + 2160) \\
 &\quad 3x^3 + 82x + 531 = K(x^3 + 41x^2 + 534x + 2160) \\
 &\therefore 6 = K(6x) \\
 &\therefore K = \frac{6}{6x} = \frac{1}{x}
 \end{aligned}$$

(2) $\frac{x}{a^2 - bc} = \frac{y}{b^2 - ac} = \frac{z}{c^2 - ab} = K$

$$\begin{aligned}
 &\therefore x^2 - yz = K^2 \{ (a^2 - bc)^2 - (b^2 - ac)(c^2 - ab) \} = K^2 a(a^3 + b^3 + c^3 - 3abc) \\
 &\quad y^2 - xz = K^2 \{ (b^2 - ac)^2 - (a^2 - bc)(c^2 - ab) \} = K^2 b(a^3 + b^3 + c^3 - 3abc) \\
 &\quad z^2 - xy = K^2 \{ (c^2 - ab)^2 - (a^2 - bc)(b^2 - ac) \} = K^2 c(a^3 + b^3 + c^3 - 3abc) \\
 &\therefore \frac{x}{a} = \frac{y}{b} = \frac{z}{c} = \frac{1}{x^2 - yz}
 \end{aligned}$$

V. B. V.

UNIVERSITY OF MADRAS.

The following candidates have passed the B.A. DEGREE EXAMINATION (OPTIONAL BRANCHES) held in January 1890:—

Rank.	Register Number.	Name of Candidate.	Where educated.
BRANCH I.			
FIRST CLASS.			
1	53	Srinivasa Aiyangar, R. (Raghava).	Kumbakonam College.
2	45	Ramaswami Aiyar, Venkatanarayana.	Presidency College.
3	16	Kasturiranga Aiyangar, G.	St. Joseph's College, Trichinopoly.
4	3	Arogyaswami Mudali, Royapuram, Nallaviran.	Madras Christian College.
SECOND CLASS.			
1	39	Rama Aiyar, G. S.	Kumbakonam College.
2	18	Kodandarama Aiyangar, T.	Presidency College.
3	55	Subramania, Ambale	Central College, Bangalore.
4	68	Venkatachalam Aiyar, R.	Presidency College.
5	29	Muttusami Aiyar, V. Swaminatha.	Do.
6	42	Ramanritam, T. A.	Kumbakonam College.
7	77	Venkatasubba Aiyar, Kanga-yam G.	Madras Christian College.
8	73	Venkatarama Aiyar, K.	Kumbakonam College and Private study.
9	37	Raghunatha Rau, V.	Kumbakonam College.
10	64	Thomas, Ambrose Vedanayakam.	Private study.
11	15	Kalyanasundaram Mudali, P. S.	Maharaja's College, Trivandrum.
12	66	Vaidyanathan, A. N.	Kumbakonam College and Private study.
13	59	Sundaram Aiyar, R.	St. Peter's College, Tanjore.
14	57	Sundaram, N.	Do.
THIRD CLASS.			
4		Arumukham Pillai, Pettai	Presidency College.
5		Bhanumurti, Chemmapragada.	Rajahmundry College.
10		Gnanamuttu, Gnanayudam	Caldwell College, Tuticorin.
14		Joseph, Samuel G.	Do.
22		Krishnaswami Aiyar, T. R.	Private study.
23		Kuppuswami Aiyar, C. R.	St. Joseph's College, Trichinopoly.
26		Mir Hamza Husain	Central College, Bangalore.
33		Narayanaswami, Sivarama Aiyar O.	St. Joseph's College, Trichinopoly, and Private study.
34		Natesa Sastri, N.	St. Joseph's College, Trichinopoly.

Rank.	Register Number.	Name of Candidate.	Where educated.
BRANCH I.—continued.			
THIRD CLASS—continued.			
51		Sitayya. Maddiseti	Rajahmundry College.
58		Sundaram Aiyar, P. S.	Presidency College.
61		Sunderesa Aiyar, M. R.	Kumbakonam College.
65		Vaidyanatha Aiyar, T. R.	St. Peter's College, Tanjore, and Private study.
69		Venkatachari, * Mukundagiri Kandadai.	Madras Christian College.
70		Venkatakrishnayya, Davuluri.	Rajahmundry College and Private study.
72		Venkatarama Aiyar, Baradampet.	Madras Christian College.
76		Venkataramana Rau, Dronamraju.	Rajahmundry College and Private study.
BRANCH II-A.			
SECOND CLASS.			
1	182	Venkataperumal Chetty, E. N.	S. P. G. College, Trichinopoly.
2	137	Rajagopala Aiyar, P.	Kumbakonam College.
3	86	Aravamudu Aiyangar, G.	Madras Christian College.
4	124	Narasinga Rau, Dalavoypatam, Madhva.	Central College, Bangalore.
5	166	Subrahmanya Aiyar, L. Aiyadurai	Madras Christian College.
6	167	Subrahmanya Aiyar, P. N.	St. Joseph's College, Trichinopoly, and Private study.
7	87	Arulanandaswami Pillai, D.	St. Joseph's College, Trichinopoly.
8	134	Puttuswami Chetti, Anikar	Central College, Bangalore.
9	117	Krishnaswami Aiyar, Tirupattur Nanjunda	Do.
THIRD CLASS.			
	95*	Duraiswami, C. C.	St. Joseph's College, Trichinopoly.
	102	Govinda Rau, Balepur	Central College, Bangalore.
	107	Krishna Mulki	Madras Christian College.
	109	Krishna Aiyar, Ialagudi V.	St. Joseph's College, Trichinopoly, and Private study.
	111	Krishna Rau, Sidlaghatta	Central College, Bangalore.
	125	Narasinga Rau, Sangilam	Madras Christian College.
	136	Raghavachari, Perattur	Do.
	138	Rajaram Rau, Tandalam	Kumbakonam College.
	144	Ramaswami Aiyangar, G. S.	Central College, Bangalore.
	148	Ramayya, Chittannur	Madras Christian College.
	158	Srinivasa Aiyangar, V.	Kumbakonam College.
	168	Subrahmanyam, Virappanchatram	Central College, Bangalore.
	178	Varada Aiyangar, Mandayam B	Central College, Bangalore.
	180	Venkatachalam, Potapragada.	Rajahmundry College.

Rank.	Register Number.	Name of Candidate.	Where educated.
BRANCH II-B.			
FIRST CLASS.			
1	222	Selvapillayya, Annadanaudiar	Presidency College.
SECOND CLASS.			
1	204	Krishnan Tampi, Padmanabhan Tampi.	Presidency College.
2	221	Sankaranarayana Aiyar, Krishna Sastri	Maharaja's College, Trivandrum.
3	212	Muttukumaraswami, Wuttukadu	Presidency College.
4	206	Krishnaswami, Calambur	Do.
5	195	Ganapati Rau, Kumbhe	Presidency College.
6	203	Krishnamachari, T. Comandur	Do.
THIRD CLASS.			
	194	Duraiswami Aiyar, C. S.	Presidency College.
	197	Gopala Menon, Chambil	Do.
	227	Subrahmanya Aiyar, Sankaranarayana Aiyar.	Maharaja's College, Trivandrum.
	231	Venkatratnam Paul, Garinella	Maharaja's College, Vizianagaram.
	232	Venkatesa Prabhu, Manjeshwar.	Presidency College.
BRANCH III-C.			
FIRST CLASS.			
1	215	Narayana Rau, Hattangadi	Presidency College.
2	251	Vamana Baliga, Bantval S.	Madras Christian College.
SECOND CLASS.			
1	235	Achyuta Menon, Cheluat	Presidency College.
2	211	Lakshmana Pillai, Peter N.	Madras Christian College.
3	238	Govindan Nayar, Manikot	Presidency College.
4	240	Krishna Menon, Kallanmar Thodyil.	Do.
THIRD CLASS.			
	234	Aaron Nadar, Masilamani Ponnayya.	Madras Christian College.
	236	Balakrishna Rau, Nyayapati	Presidency College.
	242	Madhava Menon, Paramparampath.	Do.
	246	Ramayya, Bolar	Do.
	247	Sitarama Aiyar, P. S.	Do.
	250	Subrahmanya Pillai, R. S.	Madras Christian College.
BRANCH IV.			
SECOND CLASS.			
1	326	Ratnam, Tirumushi	Madras Christian College.
2	297	Narasinga Rau, Dasaraju Varaha	Do.
3	332	Sekhara Menon Ravunyarat	Presidency College.

Rank.	Register Number.	Name of Candidate.	Where educated.
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BRANCH IV—continued.

SECOND CLASS—continued.

4	300	Narayana Pillai, Krishna Pillai.	Maharaja's College, Trivandrum, and Private study.
5	356	Vanchi Aiyar, Perumkolam Gopala Pattar	Madras Christian College.
6	289	Kuppuswami, Vedapuram Ramaswami.	Presidency College.
7	290	Lakshminarasimha Chari, Pilaiappakkam Nattu.	Madras Christian College.
8	336	Sitapati Rau, Kasturi	Do.
9	342	Srinivasa Rau, Karkul	Presidency College.
10	325	Rangaswami Aiyangar, T. R.	St. Peter's College, Tanjore.
11	361	Vijayaraghava Chari, C. R.	Presidency College.
12	281	Krishna Kurup, Tiruveth	Do.
12	304	Nataraja Sastri, Bahusram S.	Do.
14	262	Chandrasekharam, C. C.	Do.
14	267	Ganapati Aiyar, Annaswami Aiyar.	Madras Christian College.
16	351	Timmaraju, Digavilli	Presidency College.

THIRD CLASS.

	255	Apatsahayam Aiyar, S.	Kumbakonam College.
	256	Balakrishna Bhat, Trichinopoly.	Madras Christian College.
	257	Balakrishna Pillai, Tanjore Appavu.	Presidency College and Private study.
	260	Chakrapani, Chidambaram Aiyar.	Kumbakonam College.
	261	Chalapathirau, Pokala	Madras Christian College.
	263	Daniel, M. David	Maharaja's College, Trivandrum, and Private study.
	264	Devarajulu Nayudu, Coka Venkata	Madras Christian College.
	265	D'Netto, L.	Maharaja's College Trivandrum.
	266	Duraiiswami Aiyangar, Paranj.	Madras Christian College.
	271	Gopala Rau, K.	St. Peter's College, Tanjore.
	273	Isaac, Peter	Madras Christian College.
	274	Joseph, Muliyl	Do.
	275	Kelu, Ayilattu, K.	Do.
	277	Kerala Varma Tampam, K.	Presidency College.
	278	Kesava Aiyar, Sunkaranarayana Aiyar	Maharaja's College, Trivandrum, and Private study.
	280	Krishna Aiyar, Kalpati Seshan Pattar	Madras Christian College.
	285	Krishnaswami, D.	Presidency College.
	292	Madhavan Pillai, Puthenvittil Ramakrishna.	Maharaja's College, Trivandrum, and Private study.
	294	Masilamuni Nadar, Jesudasan.	Maharaja's College Trivandrum.
	295	Nagaswami Aiyar, M. E.	Madras Christian College.
	296	Narasimha Rau, Kopalle	Presidency College.

Rank.	Register Number.	Name of Candidate.	Where educated.
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BRANCH IV—continued.

THIRD CLASS—continued.

	299	Narayanan Nayar, Tazhat-tavittil.	Presidency College.
	301	Narayana Pillai, N.	Presidency College.
	302	Narayana Rau, Dasu	Rajahmundry College.
	303	Narayanaswami Jatavallabhar, Visvanatha.	Presidency College.
	305	Natesa Aiyar, Tranquebar	Presidency College.
	306	Padmanabha Aiyar, Vanchi	Maharaja's College, Trivandrum, and Private study.
	308	Palpu Pillai, Raman Pillai	Do.
	310	Parthasarathi Aiyangar Carambi.	Madras Christian College.
	312	Parthasarathi Nayudu, John B. C.	Do.
	313	Piravippperumal Pillai, T. Sundaralinga.	Do.
	320	Ramaswami, Veppattur	Madras Christian College and Private study.
	321	Ramaswami Aiyangar, Kulitalai Sessa.	Private study.
	328	Samanna Aiyar, N. S.	St. Peter's College, Tanjore.
	331	Saravananunuttu Pillai, Trincomali T.	Presidency College.
	345	Subrahmanya Aiyar, P.	Maharaja's College, Trivandrum, and Private study.
	348	Sundaram, C.	Kumbakonam College.
	349	Syed Ahmed Badshaw	Presidency College.
	354	Vadirajachar, S. N.	Madras Christian College.
	357	Varadachari, Wullianallur Alagam.	Do.
	358	Venkatanarasimham, Pudipeddi.	Maharaja's College, Vizianagaram.
	360	Venkataramayya, Ongole	Madras Christian College.
	361	Venkata Rau, Kasserigode	Maharaja's College, Trivandrum.
	363	Venkasuryaprakasa Rau, Duggirala.	Rajahmundry College.

BRANCH V.

FIRST CLASS.

1	401	Nagabhushanam, Puranam	Madras Christian College.
2	396	Kumaraswami, Calamur Viravilli	Presidency College.

SECOND CLASS.

1	367	Anatarama Aiyar, K.	Madras Christian College.
2	416	Rajam, Batlagundu R.	Do.
3	381	Gopalachari, Anbil Venkata	Madras Christian College.
4	399	Mahadevan, V. D.	St. Joseph's College, Trichinopoly.
5	446	Srinivasachari, Vankipuram	Madras Christian College.
6	418	Ramachandra Rau, Mochala	Presidency College.
7	365	Abboy Nayudu, Nagaram	Madras Christian College.

Rank.	Register Number.	Name of Candidate.	Where educated.
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THIRD CLASS.					
1	69	Ramaswami Aiyar, Subha Aiyar..			Presidency College.
2	79	Sarangapani, V.			Do.
3	56	Rajagopala Aiyar, A.			Do.
4	{	Duraiswami Mudaliar Pondicherry ..			Do.
5	106	Tiruvengkatachariyar, C. R. ...			Do.
6	19	Jagamathia Aiyar, Gopala ...			Do.
7	{	Bakrama Rau, Canchi ...			Do.
8	111	Venkatachala Mudaliyar, Bhavani.			Do.
9	11	D' Cruz, Timothy Stanislaus Alfred			Do.
10	117	Venkataramayya, William Langhton.			Do.
11	71	Rangachariyar, Tiruvenkata ...			Do.
12	115	Venkatarama Sarma, Ellapadli ...			Do.
13	100	Subrahmanya Aiyar, Ialugudi R. ...			Do.
14	77	Sankarakumuru Pillai, S.			Maharaja's College, Tri vandrum.
15	{	3 Aravamudu Aiyangar, Kumbakonam.			Presidency College.
16	{	126 Viraswami Aiyar, D. Kesava ...			Do.
17	{	61 Ramanuja Aiyangar, S.			Do.
18	{	95 Sriramulu, Rangavajjala ...			Do.
19	{	109 Varadaraja Sarma, L. V. ...			Do.
20	{	84 Seshachariyar, Vanakkam Coman-			Do.
21	23	Kannayya, Coimbatore Venkata			Do.
22	70	Ramaswami, Sastriyar, Samu-			Maharaja's College, Tri vandrum.
23	103	Tangavelu Chettyar, Chappedu ..			Presidency College.
24	124	Virabhadra Mudaliar, Tiruppanan- kadu.			Do.
25	61	Ratnam, ... at Palat ..			Do.
26	46	... ir S. ...			Do.
		... lipuram			Do.
					Do.
		... Ranga			Maharaja's College, Tri vandrum.
		... Kara			Presidency College.

Senate House, 27th February 1890.

General Number.	Names.
1	Zumalapati ai
2	Vaidyula Srinivasa
3	Addaganti Venkatag
6	Khaja-Khan
7	Combarore Kodand Nayudu.
8	Miss Alice Harris
9	S. Lakshminarayana
10	Trichinopoly K. Venkata Rao.
11	Pitche Rangaswami Aiyangar.
12	Tarakat V. Vaidyanatha Aiyar.
14	Krishna Doraiswami Aiyar...
15	Cakalani Ramalinga Aiyar...
16	Devanesamnal Sargunar
17	Jessie Elizabeth Louise Pat- erson.

Office of the Commissioner of U.
11th March, 18

List of Candidates who passed the SUB-ASSISTANT INSPECTORS' TEST held in January 1890.

Place of Examination	Description of Office at present held, with pay.	Test or Tests passed.	Remarks.
Vizagapatam	Head Master, Local Fund Middle School, Chodavaram.	Test B, Branch III.	
Anantapur.	Inspecting School Master, Anantapur Sub-Range, Rs. 25.	Do.	
Cuddapah.	Acting Second Assistant, Municipal High School, Cuddapah, Rs. 40.	Test B, Branches II and III.	
Kurnool	Sub-Inspector of Muhammadee Schools, Rs. 75.	Test B, Brs. III & IV (Central Circle), with special reference to Muhammadan population.	Branch III with credit.
Chittoor	Sub-Assistant Inspector of Schools, Rs. 50.	Test B, Branches I and IV (Central Circle).	With credit.
Chittoor	Sub-Assistant Inspector of Girls' Schools, Second Range, Rs. 425.	Test B, Branches II and III.	Branch III with great credit.
Chittoor	Head Master, Middle School, Tiruvannamalai, Rs. 35.	Test B, Branch I.	
Chittoor	Inspecting School Master, Nilgiri District Board, Rs. 50.	Test A, Kanarese (F. A. Standard).	
Chittoor	Inspectionary Sub-Assst. Inspector of Schools, Perumbalur, Rs. 75.	Test B, Branches I, II and III.	
Chittoor	First Assistant Master, Rajah's High School, Kollengod, Rs. 40.	Test B, Branch IV (Western Circle).	
Chittoor	Head Master, Board Normal School, Madurai, Rs. 50.	Test B, Branches III and IV (Southern Circle).	With credit.
Chittoor	Sub-assistant Inspector of Schools, Chingleput, Rs. 75.	Test A, Telugu (Matriculation Standard).	
Chittoor	Teacher, Presidency Training School for Mistresses, Rs. 20.	Test B, Branch III.	
Chittoor	2nd Asst. Mistress, Presy. Training School for Mistresses, Rs. 50.	Do.	With credit

E. H. ELLIOT,
Secretary.

(By order.)

(By order.)

W. H. WILSON, Ph.D

Senate House, 14th March 1890.

Registrar.

DEPARTMENTAL EXAMINATION UNDER THE GRANT-IN-AID CODE.

The Acting Director of Public Instruction notifies that the following candidates have passed the SCHOOL MANAGEMENT EXAMINATION held in December 1889. (Collegiate, and Secondary Grade, Higher.)

No certificates will be issued for passing this examination, but normal or ordinary certificates will be awarded to the successful candidates on their fulfilling the conditions laid down in Chapter II, Articles 22 and 23 of the Grant-in-Aid Code.

	Method.	Register.	Total.
Maxima	150	150	300
Minima { First Class.	60	60	150
Second Class	40	40	100

Rank.	Register Number.	Name.	Institution to which attached.	Marks.
COLLEGIATE GRADE.				
FIRST CLASS.				
1	456	R. Jacob John	F. C. M. Institution, Madras	172
2	49	P. Venkatakrishnayya Nayu	American Lutheran Mission College, Guntur.	155
3	47	R. K. Yagunamayyar	Do. do.	152
4	48	S. Venkatarama Aiyar	Sanskrit High School, Guntur.	152
SECOND CLASS.				
1	186	V. S. Srinivasa Sastri	Municipal High School, Mayavaram.	152
2	433	J. S. W. Philipsz	Municipal High School, Cannanore.	147
3	463	K. V. Srinivasa Aiyangar	Teachers' College, Saidapet	143
4	450	P. Narayana Aiyar	London Mission High School, Madras.	127
5	185	A. Srinivasa Aiyangar	Town High School, Kumbakonam.	131
6	85	S. Vaidyanatha Aiyar	St. Joseph's High School, Tirupapuliyur.	12
7	466	L. S. Narayana Aiyar	Teachers' College, Saidapet	128
8	465	Alladi Mahalinga Sastri	Do. do.	122
9	468	Bantwal Raghunatha	Do. do.	120
10	470	D. Umanaheswara Rao	Harris High School, Royapettah.	118
11	426	P. Krishna Nanbiyar	B. G. M. High School, Calicut.	117
12	467	A. D. Pichumani Aiyar	Teachers' College, Saidapet	117
13	117	N. Anantaiahayana Sastri	Municipal High School, Wajapet.	117
14	464	K. K. Subrahmanya Aiyar	Teachers' College, Saidapet	114
15	460	G. Srinivasachari	Madras Christian College	112
16	462	M. Srinivasa Rao	Teachers' College, Saidapet	112
17	183	G. A. Krishnaswami	Native High School, Kumbakonam.	111
18	399	C. S. Subrahmanya Aiyar	Raja's High School, Kollengod.	111
19	457	D. K. Viraswami Ayya	F. C. M. Institution, Madras.	100

Rank.	Register Number.	Name.	Institution to which attached.	Marks.
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SECONDARY GRADE, HIGHER.

FIRST CLASS.

1	486	M. Parthasarathi Aiyangar.	Teachers' College, Saidapet ...	179
2	149	Archibald Benjamin Hart ...	Remount Depot School, Hosur.	172
3	491	D. Vembu Aiyar ...	Teachers' College, Saidapet ...	163

SECOND CLASS.

1	11	D. Basavaraz	High School, Rajahmundry ...	152
2	493	S. Krishnamachari	Teachers' College, Saidapet ...	137
3	481	P. Ramachandra Sastri	National Middle School, Conjeevaram.	125
4	129a	S. Ramachar	Municipal College, Salem	120
5	254	S. Chellamaiyar	Nil	119
6	253	H. Anantanarayana Sastri.	Fisher's Middle School, Madurai.	118
7	428	P. V. Kaunan Nayar	Bremen High School Tellicherry.	116
8	365	Samuel Joseph	St. John's Female Normal School, Nazareth.	113
9	492	M. Thiruvengkatachari	Teachers' College, Saidapet ...	112
10	498	John M. Harris	do. do. ...	108
	483	V. Raghavachari	Cuddalore College ...	106
11	487	A. Krishnaswami Rau	Teachers' College, Saidapet ...	106
	488	S. T. Venkatarama Aiyar	do. do. ...	106
	51	G. Subrahmanyam	American Lutheran Mission College, Guntur.	104
11	221	N. S. Sundararama Aiyar	Normal Class, St. Joseph's College, Trichinopoly.	104
	297	S. A. Subrahmanya Aiyar	American Mission School, Dindigul.	101
16	479	K. Subrahmanya Aiyar	F. C. M. Institution, Chingleput.	101
18	189	K. K. Raghava Chari	Teachers' College, Saidapet ...	100

MADRAS,
5th March, 1890.

D. DUNCAN,
Ag. Director of Public Instruction.

GOVERNMENT ORDERS.

Public Instruction.—READ—the following papers:—

From the Director of Public Instruction, dated 29th November 1889, No. 10490, submitting copies of his report on Public Instruction in the Presidency for the year 1888-89, and 29th November 1889, No. 10477, and 16th January 1890, No. 355, submitting copies of his reviews of the Educational reports of districts.

ORDER—dated 4th March 1890, No. 198, Educational.

With the first of the foregoing papers the annual report on Public Instruction for the year 1888-89 is submitted by the Director, and with the second and third letters are forwarded copies of several district reports, together with the proceedings reviewing them, in which the educational condition of each range is more fully dealt with than in the general report.

2. The report is dated the 9th October, but did not reach the Government until the 29th November—seven weeks after the prescribed date, which is the 10th October. As the report is due with the Government of India on the 15th November, the Director should make arrangements for its more punctual submission in future. An endeavour has been made by Mr. Grigg to curtail somewhat the length to which the report reached last year, and it has gained considerably in clearness thereby. The maps with which it is illustrated are a new and useful feature, and the report shows continued improvement in statistical accuracy.

3. The Government observes with pleasure that the progress made by education in 1888-89 was very much larger than in any of the years immediately preceding. This is apparent from the statement given below, and is the more satisfactory in that a larger proportion of the advance is found among public institutions than was the case in 1887-89:—

		Schools.						
		Public Institutions.				Private institutions.	Total schools.	Percentage of increase on previous year.
		Govt. ment.	Local bodies.	Aided.	Unaided.			
1		2	3	4	5	6	7	8
1884-85	...	141	1,317	9,172	4,519	433	15,587	— 3.42
1885-86	...	143	1,414	8,897	4,163	1,397	16,014	2.73
1886-87	...	146	1,424	8,132	5,147	1,788	16,637	3.89
1887-88	...	149	1,506	9,829	3,329	2,542	17,355	4.31
1888-89	...	170	1,736	8,680	4,793	3,552	18,931	9.08

		Scholars.						
		Public Institutions.				Private institutions.	Total scholars.	Percentage of increase on previous year.
		Government.	Local bodies.	Aided.	Unaided.			
		9	10	11	12	13	14	15
1884-85	...	8,574	48,816	274,339	91,734	7,388	433,851	— 3.78
1885-86	...	8,908	49,581	280,530	93,956	22,859	455,837	5.79
1886-87	...	9,031	52,346	277,924	118,788	33,853	489,942	7.26
1887-88	...	8,619	56,380	321,010	75,615	41,094	505,658	3.41
1888-89	...	9,183	66,832	302,115	114,354	59,638	552,152	9.19

It will be seen that the number of schools in existence on the 31st March 1889 was larger by 2,792 or 17·3 per cent. than on the corresponding date of 1884, and that during the same period the number of scholars under instruction increased by 104,366 or 23·3 per cent. Of this increase more than the whole amount recorded under schools has occurred in private institutions, and is thus in part at least due to fuller registration, but in scholars in public institutions, there has been an advance of 53,295, equal to 12·1 per cent. These figures show a great improvement upon those noticed in the review of last year's report, though the rate of progress in public education during the first four years of the series was not so rapid. The increase during 1888-89 was 3·9 per cent. in public schools and 6 per cent. in scholars.

4. Owing to the changes in the classification of aided and unaided schools which are referred to in paragraph 5 of the Director's report, it is not possible to institute a satisfactory comparison between the figures of 1887-88 and 1888-89 in regard to the agencies by which the schools are supported. The small increase under Government institutions is mainly due to the opening of some additional Primary schools for boys in the Agency tracts and to the taking over of a few Primary schools for girls. It is observed also that the Reformatory School is included this year in the returns. The improvement in the number of schools maintained by Local Fund or Municipal Boards—schools, 231 or 15·3 per cent.; scholars, 10,549 or 18·7 per cent.—is very satisfactory. Owing to some schools having been classed as aided last year which are now included in the returns as unaided, no comparison can be made under these heads, though, as pointed out by the Director, the real or apparent falling off in aided institutions is confined to primary schools, those of secondary grade showing advance. As already observed, the progress under private institutions is more or less due to fuller registration, and to what extent a real increase has occurred is not ascertainable.

5. The following statement shows the stages of instruction in which the total number of pupils in public institutions has been during each of the five last years:—

	Collegiate.	Secondary.		Primary.		Special.	Total.
		Upper.	Lower.	Upper.	Lower.		
1884-85	2,777	6,627	22,982	30,040	358,109	2,328	423,463
1885-86	2,992	6,684	23,859	29,191	368,390	2,559	432,978
1886-87	3,323	6,371	24,391	29,985	390,997	3,022	458,089
1887-88	3,445	6,911	25,416	28,256	397,737	2,919	464,654
1888-89	3,483	7,610	26,132	27,196	425,102	2,991	492,514

The most noticeable feature in this table is the steady fall in the number of pupils in the Upper Primary stage. Although the proportion of children in the two Primary grades taken together was the same in 1888-89 as in 1887-88, viz., 91·8 per cent., the proportion to the total who were in the Upper Primary grade had fallen from 7·2 to 5·5, and there was consequently a larger number of the total reading in the first three standards. The Director does not expressly refer to this fact nor suggest any explanation, but he is aware that a larger proportion of pupils than is right is in the Lower Primary stage, and he expresses a hope that the establishment of the Primary examination will remedy this by inducing boys to read up to the 4th Standard. The cause is perhaps the restriction in Provincial grants by that standard. From an examination of General Table (5) another fact appears, viz., that the number of children in the Lower Primary classes who are not reading printed books has nearly doubled between 1884-85 and 1888-89 (54,996 to 100,003), while the proportion reading printed books has fallen from 84·6 of the total to 76·4 per cent. As these figures relate to public institutions only, the increased registration of indigenous Primary institutions is not a complete explanation, and the marked decline requires further elucidation.

6. In paragraph 3, the Director gives a statement showing the distribution of schools and scholars according to districts. In two only did any decrease in pupils take place, viz., the Nilgiris, where there were 14 pupils less in 1888-89 than in 1886-87, and in Ganjam, where the decrease amounted to 214. This is the best result in any of the last five years. The smallness of the decline in Ganjam, due doubtless, as the Director states, to the famine, is strong evidence of how little the classes whose children attend school were affected by the distress. The district which shows the largest advance is that of North Arcot, the Western circle having also a

-104-

good record, while Anantapur, Salem and Trichinopoly are less satisfactory. The Government regrets to observe that education has been entirely stationary in the Anantapur district during the last 5 years, and has actually receded, if the comparison is made with the figures of 1882-83. A similar remark holds good as regards Tinnevely, where there have been considerable fluctuations, leaving the present number of pupils considerably lower than it was six years ago. With these exceptions, all other parts of the Presidency shows a more or less considerable advance.

7. Of the total number of 552,152 pupils under instruction during the year under report, 482,270 or 87 per cent. are boys. The progress of female education during the last ten years is exhibited in the following table:—

Years.	Number of pupils under instruction.	Percentage of increase of preceding year, &c.
1879-80	29,282	11·8
1880-81	32,341	10·4
1881-82	37,379	24·8
1882-83	43,671	16·8
1883-84	47,550	8·9
1884-85	50,919	7·0
1885-86	58,797	15·5
1886-87	65,137	10·8
1887-88	65,535	0·6
1888-89	69,373	6·0

All girls' schools were under Inspectresses at the close of the year under review. Comparing the number of girls under instruction on the 31st March 1889 with the corresponding figure ten years previously, an increase appears from 20,198 to 69,373 or by 166 per cent.—a ratio which cannot be considered altogether unsatisfactory. At the same time it is evident that, even if the same rate of progress were maintained, an exceedingly long period must elapse before twenty per cent. of the girls of school-going age are under instruction—the point at which male education now stands. Nor does it seem likely that the ratio above stated will continue, for it is evident that the number of girls at school has risen more slowly during the second, than it did during the first, half of the decade. The Director of Public Instruction observes that one of the great obstacles in the way of female education is the absence of the stimulus of rewards. If the advantages of the intellectual training of women could be set before native parents in the same material form as is the case in regard to the education of boys, the prejudices against female instruction would doubtless soon disappear. But it is not likely that any large number of women in this country will obtain any higher forms of remunerative occupation, and female education has, therefore, to rely on the much weaker stimulus supplied by desire for education for its own sake and by a comprehension of the value of intellectual culture. Although it is possible that as instruction becomes more general among men, a larger amount of interest in, and sympathy with, the cause of female education will be manifested, it is to be feared that this cause cannot be expected to make very rapid progress for a long time to come. In para. 9, the Director has given an entirely new and very interesting table distributing pupils in public schools according to the classes of the population and the standards of instruction. This table and paragraph 185 show how completely the secondary and higher instruction of girls is confined to Europeans, Eurasians and Native Christians. There is no Brahman, Sudra or Muhammadan girl studying above the lower secondary standard, and only 4 Vaisya girls.

(To be continued.)

Education of Muhammadans.—Read—the following paper:—

From H. B. GRIGG, Esq., M.A., Director of Public Instruction, Madras, to the Chief Secretary to Government (through the Accountant-General), dated Madras, 20th December 1889, No. 11256.

I have the honor to state that I have for some time felt that the provision made for the elementary education of Muhammadans in the city of Madras is not adequate. At present, there are only 7 schools—4 in Triplicane, 2 in Royapet and 1 in Perambur. These schools, exclusive of the primary departments of the Madras-i-Azam and the Harris school, the Mailapur school and the practising branch of the Normal school, are practically the only institutions which attempt to meet the demand for western elementary education on the part of a Muhammadan school-going population of 3,660 males. But the demand is increasing. It appears to me, therefore, very

desirable that steps should be taken to increase the number of schools now in existence, so as to meet fully and satisfactorily the needs of the Muhammadan population of the various suburbs of the city. In establishing these schools, I propose to adopt a system of grading the schools according to standard and strength. This course will have the effect of affording a stimulus to teachers to work better, besides ensuring the working of the schools on a single definite plan. On this subject I have consulted the Inspector of Schools, Central Circle, and the Sub-Assistant Inspector of Muhammadan Schools, and beg to submit the following proposals for the sanction of Government. A proposition statement (in duplicate), embodying my proposals, is also herewith submitted.

The number of salary-results schools now in existence, excluding the Mailapur school but inclusive of the one at Perambur sanctioned in G.O. dated 7th October 1889, No. 617, Educational, is seven. I would raise this number to 15, as the Sub-Assistant Inspector of Muhammadan Schools states that schools might with advantage be opened at Chulay, Padupet, Muthialpet, Mafazkhan Gardens, Washermanpet, Rayaparam, Chinnadripet and Suparigunta. There is a very large Muhammadan population, chiefly consisting of the poorer classes, in each of these localities; and I consider them therefore, in every way suitable for the opening of salary-results schools.

I beg to propose the grading of the schools as follows:—

Two on Rs. 10 }
Five on Rs. 7 } + 75 per cent. result grants remuneration for each school.
Eight on Rs. 5 }

Fees are to be levied in these schools at favorable rates and credited to Government.

I would also recommend that a rent grant not exceeding Rs. 4 for each school be provided. The Sub-Assistant Inspector of Muhammadan Schools will be instructed to see that the rent actually paid does not exceed the above amount and that a suitable building is procured for the same.

Upper Primary schools having an average attendance of more than 50 pupils will be ranked in the first class; the number of boys in the fourth standard of these schools not being less than six. In the second class will be ranked such schools as have an average attendance of not less than 35 pupils, the strength of the fourth standard in these schools not being less than three. Schools which do not fulfil the above conditions will be placed in the third class.

A school in the third class which has qualified during one whole year for promotion to the second class will be so promoted, and in the same way a second-class school which has qualified for a first class during one whole year will be similarly promoted. On the contrary, schools will be degraded if they fall below the standard for a period of six months or more.

With regard to the assistant masters in these schools, I consider Rs. 5 a reasonable stipend for a master in a first-class school, and Rs. 4 for one in a second-class school. The head masters of the first and second class schools should be trained men, at least of the Primary, grade lower. Only trained men will be employed as assistant masters in the first-class schools, and men who have passed the Primary examination as assistants in the second-class schools. The conditions as regards qualifications, however, will not affect the present incumbents.

The furniture, &c., required for the schools, will be supplied by this department, the charges being met from special contingencies for Primary schools. The allowance for the contingent charges of the schools will be fixed at Re. 1 per mensem for each school.

The cost of the schools is estimated at Rs. 2,400, against Rs. 516, the present cost, excluding the probable earnings from results grants, which may for the present be set at Rs. 1,200. The results earnings of the seven schools now in existence amount to Rs. 550 approximately. The extra cost will be met partly from the fee revenue and partly from the lump provision of Rs. 2,000 for new Primary schools in the budget for 1890-91. The increased charge in the current year, if any school is opened, may be met from the savings under grants-in-aid.

If the above proposals are sanctioned, I request that it may have effect from the 1st January 1890, so far as the present schools are concerned. New schools will be opened gradually as qualified teachers become available.

ORDER—dated 25th February 1890, No. 172, Educational.

The Director's proposals are sanctioned, and will take effect, so far as the present schools are concerned, from 1st January 1890.

(True Extract.)

J. GROSE, *Ag. Chief Secretary.*

105

PROCEEDINGS OF THE DIRECTOR OF PUBLIC INSTRUCTION.

School Fees.—Read again Proceedings, dated 16th April 1889, No. 3422. Read also replies from Heads of Colleges, &c.

Two points are raised, the one relates to the granting of receipts, the other to the granting of acquittance certificates.

The decisive opinion given by the gentlemen consulted shows how imperfect are the provisions of the clauses of the Notification concerned, and that without a thorough revision, the difficulties which exist cannot be rectified. The revision, however, of important provisions of the Notification is out of the question, whilst on the other hand it is impossible to give a ruling which will not conflict with some provision and thus complicate instead of clear up the obscurities of the Notification.

In these circumstances, the Director merely records his opinion that it is but right and proper that Managers should, as some of the best Managers already do give receipts to each pupil for every instalment of fee paid; and that Managers should, whenever the demand is made by a competent person after the working days of a term have closed, whether before the 1st January or 1st July as the case may be, or at any later period, grant acquittance certificate readily and freely; and that they are bound not to take advantage of the indefiniteness of the Notification in order to keep pupils and check migration. As the Notification stands, the contract between a pupil or his guardian and the Manager of a school is for six months at a time only, and his contract cannot, in the Director's opinion, be held to have been renewed until a pupil has actually taken his seat or place, or done some other overt act from which it may be assumed that his intention is to renew and continue his connection with the school.

In conclusion, he would remark, with reference to the expediency of granting receipts, that without these it is very difficult for a candidate for admission to satisfy a Manager that he has paid all fees due to his former school (Article IX); an acquittance certificate is a document covering wider ground than a receipt, as the wording clearly indicates. A pupil should be able to prove payment of fees due, without being required to furnish the other information included in the acquittance certificate.—*Pro. No. 276 of 15th January 1890.*

Tabular Inspection Report Form.—Read the following letter from the Inspector of Girls' Schools, Southern Circle to the Director of Public Instruction, dated Cochin, 18th November 1889, No. 3616:—

With reference to my letter No. 3438, dated 29th October 1889, I have the honor to suggest that all Results girls' schools having Fifth and higher standards and all Practising schools attached to Normal Schools be reported on in the Tabular Inspection report form, now used for Salary grant and Combined system schools instead of in the village report form; and that the latter be used in the case of Primary schools only.

* * * * *

The Director considers Miss Carr's suggestion a good one and resolves to order its adoption in regard to all Practising schools attached to Normal Schools, and in regard to all Results schools, which maintain permanently at least a Fifth Standard class. The test of permanence is that such class has been maintained without cessation for at least two years counting from the 1st April preceding the examination. He further resolves to authorise Inspectors to require reports to be submitted to them on such schools, although not fulfilling the test of permanence as above defined, should they consider the course desirable.

In table (b), the amount of Results grant earned in the preceding year, should be entered in the columns under the head "Payments."

The Inspectors of Schools, Northern, Central and Southern Circles, will submit to this office copy of their remarks on these reports, and the Inspector of Schools,

Western Circle, and the Inspectresses will submit the reports direct as in the case of Salary grant schools.—*Pro. No. 646 of 16th January 1890.*

American Mission High School, Ranipet.—Since last inspection a Fifth class has been opened in the school with nine students. At present the school seems to be confined to Native Christians. It would enhance the usefulness of the institution if, as suggested by the Inspector, a small percentage of non-Christian pupils, subject to a maximum of 30 per cent. of the total attendance, were also admitted into the school on condition of their paying fees at the ordinary rates.

The results of the Middle School examination of December 1888 were fair. At inspection the Fifth and the Upper fourth classes acquitted themselves creditably, but the results produced by the other classes were not so satisfactory. The attention of the Headmaster should be drawn to the defects noted in table (g) of the report.

It is satisfactory to note that all the teachers, the Headmaster excepted, have qualified technically, either wholly or partially. The Headmaster should be required to qualify at an early date, at least for an Ordinary certificate. If a Matriculation class is to be opened, a Science graduate should be appointed.

The net expenditure of the School was Rs. 1,510.—*Pro. No. 518 of 16th January 1890.*

Home Education Classes of the National Indian Association.—Read the following letter from the Inspectress of Girls' Schools, Central Circle, to the Director of Public Instruction, dated Madras, 21st November 1889, No. 3487:—

I have the honour to submit my report on the Home Education Classes of the National Indian Association.

Three Candidates were presented for Lower Primary certificates and all obtained them.

Eight pupils subscribed for the *Maharani* and four for vernacular newspapers against four and three last year.

Three of those I examined kept good household accounts and one kept a diary in English.

Needlework continuing to be very good and in many cases excellent. Miss Nixon had been very successful this year in inducing her pupils to make, mend and mark clothes and house linen for their own households. The ornamental work was all in good taste.

Recorded.

The Director has perused the report with much pleasure. The income from fees increased largely. The results obtained at the lower Primary examination, and the progress made by the pupils in their studies and in Needle and ornamental work, were very creditable to Miss Nixon. It is hoped that the services of a thoroughly efficient Mistress will be secured to fill the vacancy caused by Miss Nixon's resignation. The improvement in Esther Ragaviah's work is also noted with pleasure. The increase in the attendance and the admission of a Muhammadan pupil are encouraging.—*Pro. No. 519 of 16th January 1890.*

St. Patrick's Orphanage, Adyar.—The results of the Middle School examination held in December 1888 were very satisfactory. The school did fairly well also at inspection. It is gratifying to note that Reading, Writing and Recitation have been receiving much attention. Arithmetic, however, has not been taught satisfactorily in some of the classes. The Headmaster should endeavour to remedy this and the other defects pointed out in table (g) of the report.

It is observed that 36 pupils were attending the Industrial department during the year. It is not known whether any of the pupils were taught more than one industry. The organisation of a Band class and the progress made by it are noted with much satisfaction. Aid will be given if applied for towards the purchase of instruments.—*Pro. No. 652 of 16th January 1890.*

EDUCATIONAL NOTIFICATIONS.

UNIVERSITY OF MADRAS.

The following alterations have been made in the text-books prescribed for the University Examinations:—

MATRICULATION EXAMINATION, 1890.

English.—Instead of the whole of Canto VI of *Marmion*, the portion from line 571 to line 1,066 only is prescribed.

Persian.—In the University Cal. page 393, for "Gulistan, chaps. 4, 6, 7 and 8," read "Gulistan, c

First
Urdu.—In the University Cal. edition," read "Khairad-afraz."

M. A. Dreg
Branch VI (English).—In the Um
"Burke, Selections by Goldwin Smith (the
Thoughts on the French Revolution"

(By order.)

W. H. WILSON, Ph.D.,
Registrar.

Senate House, 10th March 1890.

GAZETTE NOTIFICATIONS.

Fort St. George, March 18, 1890.

No. 25.—M. R. Ry. C. Ramachandra Rau Sahib, B.A., Junior Professor of Law, to act, sub. *pro tem.*, as Senior Professor of Law, Presidency College, during the absence on leave of Mr. R. B. Michell, or until further orders.

No. 26.—Mr. Kenworthy Brown, M.A., Barrister-at-Law, Additional Junior Professor of Law, to act, sub. *pro tem.*, as Junior Professor of Law, vice M. R. Ry. C. Ramachandra Rau Sahib.

No. 27.—Mr. John G. Kernan, M.A., LL.B., Barrister-at-Law, to act, sub. *pro tem.*, as Junior Professor of Law, vice Mr. Kenworthy Brown.

Fort St. George March 24, 1890.

No. 28.—M. R. Ry. D. S. Krishnaswami Aiyar, B.A., Sub-Assistant Inspector of schools, Trichinopoly Range, to act as Assistant Inspector of Schools, Sixth Division, during the employment of Mr. P. E. Messinier on other duty, or until further orders. To have effect from this date.

APPOINTMENTS, LEAVE, &c.,

BY THE DIRECTOR OF PUBLIC INSTRUCTION.

The Acting Director of Public Instruction is pleased to make the following appointments:—

M. R. Ry. S. Swami Aiyar, B.A., Second Assistant Lecturer, Kumbakonam College, to act as First Assistant Lecturer in the same College sub. *pro tem.*, during the employment of M. R. Ry. Sundararama Aiyar on foreign service or until further orders.

M. R. Ry. S. Narayanaswami Aiyar, B.A., Third Assistant Lecturer, to act as Second Assistant Lecturer sub. *pro tem.*, vice S. Swami Aiyar.

M. R. Ry. K. R. Duraiswami Aiyar, B.A., Acting Second Assistant, Calicut College, to act as Third Assistant Lecturer sub. *pro tem.*, Kumbakonam College, vice Narayanaswami Aiyar.

M. R. Ry. C. R. Krishna Aiyar, B.A., Assistant, College of Engineering, to act as Second Assistant sub. *pro tem.*, Calicut College, vice Duraiswami Aiyar—to join at an early date.—*Pro. No. 1913 of 27th January 1890.*

The Headmaster's proposals suggested in paras. 1 and 2 are approved.

The Acting Director considers it desirable to introduce Drawing in the Government Madrasa-i-Azam and accordingly resolves to appoint Muhammad Idress Sahib, School of Arts, Madras, to be Drawing Master, Madrasa-i-Azam sub. *pro tem.* on a salary of Rs. 20 per mensem.—To join as soon as possible.

Muhammad Idress will be on probation for one year and will be confirmed thereafter if his work is reported on favorably by the Headmaster.—*Pro. No. 2084 of 8th March 1890.*

The Acting Director is pleased to make the following appointments:—

M. R. Ry. B. Raghavendra Rau, B.A., 4th Assistant, Government College, Mangalore, to act as 2nd Assistant in that College, vice M. R. Ry. T. K. Srinivasa Aiyar, B.A., on other duty, with effect from 1st February 1890.

M.R.Ry. N. Venkoba Rau, B.A., late Acting 3rd Assistant, Government College, Calicut, to act as 4th Assistant, Mangalore College, vice M.R.Ry. B. Raghavendra Rau. N. Venkoba Rau will be permitted to draw under Article 161(ii) of the Civil Service Regulations the full minimum pay of the officiating appointment, viz., Rs. 60 per mensem from the date of his joining the appointment.—Pro. No. 2764 dated 18th March 1890.

List of Subscriptions received by the Superintendent, L. A. Press, Madras, on account of the "Journal of Education," from 27th February 'th March 1890.

	RS.	A.
Principal, Govt. College, Lahore (tionery, Calcutta) for 1889...	4	8
Chairman, Municipal Council, Vellore do ...	4	8
Mr. K. C. Gouroosawmy Chettiar, Tranquebar (Balance) from August 1889 to July 1890 ...	1	0
T. Davies, Esq., C. M. S. High School, Ellore ... for 1890...	4	8
Mr. Krishnamurthy, Narasapur ... do ...	4	8
Head Master, High School, Udumalpet ... do ...	4	8
President, Taluk Board, Repalle Taluk, Kistna Dist. on account of the following:—		
President, Taluk Board, Repalle ... for 1890...	4	8
Head Master, Board Middle School, Repalle ... do ...	4	8
Do. do. Tenali ... do ...	4	8
Do. do. Bapatha ... do ...	4	8
Do. do. Kollur ... do ...	4	8
President, District Board, Godavary, Cocanada ... do ...	0	0
President, Taluk Board, Cuddapah ... do ...	4	8
P. Panakal Row, Samastanum High School, Pittapur ... do ...	4	8
Principal, Church of Scotland Mission, Madras ... do ...	4	8
President, Taluk Board, Vriddachalam ... do ...	4	8
President, Taluk Board, Gumsur ... do ...	4	8
President, Taluk Board, Kollegal ... do ...	4	8
H. A. Williams, Esq., Bangalore... do ...	4	8
Rev. G. Patterson, Madras ... do ...	4	4
Chairman, Municipal Council, Tanjore ... do ...	4	8
Head Master of the Hindoo Theological High School, Madras ... do ...	4	8
Manager, Native High School, Shiyali ... do ...	4	8
President, Taluk Board, Sivaganga ... do ...	4	8
E. Nailer, Esq., Poraiyar, Tranquebar ... do ...	4	8
Miss De Frazer, Waltair ... do ...	4	8
T. A. Swaminatha Iyer, Calicut ... do ...	4	8
Secretary, Maharajah's College Union, Mysore ... do ...	4	8
Rev. P. J. Baptist, Prior, Mylapore ... do ...	4	8
Martanda Vurma, Esq., 2nd Prince of Travancore, Trevandrum ... do ...	4	8
Chairman Municipal Council, Srirangam ... do ...	4	8
Principal, Noble College, Masulipatam ... do ...	4	8
Principal, Hindoo College, Tianevelly ... do ...	4	8
B. Lavery, Esq., Kilpauk ... do ...	4	8
Nepal Chandra Chatterjee, Esq., Doulatpur... do ...	4	8
T. Davis, Esq., Coimbatore ... do ...	4	8
P. S. Ananthasubba Sastri, Alattur ... do ...	4	8
Headmaster, Board Normal School, Madras ... do ...	4	8
S. W. Howland, Esq., Principal, Jaffna College, Ceylon ... do ...	4	8
Miss A. C. Donnelly, Trevandrum ... do ...	4	8
Dr J. Murdoch (Through Mr. A. Scott) Madras ... do ...	4	8
J. M. Hessing, Esq., B.A., Quilon ... Jan. to June 90...	2	8
T. S. Krishna Iyer, Mayavaram ... do ...	2	8
Miss M. Coshan, Madras ... do ...	2	8
Secy. the Middle School and Reading Room Ganapathi Agraharam do ...	2	4
C. A. Patterson, Esq., Madras ... (1 copy) ...	0	8
Headmaster, Middle School, Arni (by Mr. B. S. Seshaiyengar) from April 90 to March 91 ...	4	8

RUPEES... 200 4

The

Journal of Education

Madras

Vol. IV.]

MAY 1890.

[No. 5.]

THE JOURNAL.

The Inspector of Schools, Central Circle, having recommended that a half grant be allowed to such schools as subscribe for the *Journal of Education* and the *Educational Calendar and Directory*, we are glad to be able to inform Managers of schools that the Director has passed the following Proceedings (No. 4030 of 25th April 1890):

"The Director is willing to allow a grant of half of the cost of the *Madras Journal of Education* to the Managers of all schools subscribing for the work annually, with effect from 1st January 1890, under Chapter XI of the Code, on condition that the monthly numbers received in a school are bound into a volume at the end of each year.

2. The grants will be paid on submission of a receipted bill. If the Manager is applying for a larger Library grant, the *Journal* should be included with the books which the Manager proposes to purchase."

This will be a great boon to many schools who, with numerous calls on scanty resources, are expected to pay Rs. 2-8-0 the

for the *Journal*. They will now be able to get it at a cost to themselves of Rs. 2-4-0 a year, on the simple condition of taking care of the monthly numbers and having them bound at the end of the year.

We shall spare no pains on our part to make the *Journal* increasingly interesting and useful.

THE MADRAS EDUCATIONAL CALENDAR AND DIRECTORY FOR 1890-91.

On pages 3 and 4 of our advertisements will be found a Prospectus setting forth very fully the proposed contents of the next issue of the *Madras Educational Calendar and Directory*. It was intended at first to bring this book out annually in January, but there have been so many changes in public examinations, and so many educational matters are still waiting final arrangements and the orders of Government, that, acting on the suggestion of the Director of Public Instruction, we have postponed the issue of the second edition of the *Directory* to September 1st, 1890.

All information will be brought carefully up to date, so far as it lies in our power to do so, with the kind assistance of the Educational Department. The book will contain much new matter such as the Grant-in-aid Codes of all the Educational Departments in India, the new Standing Orders, the Regulations regarding the new Upper Secondary and Primary School Examinations, &c.

Many of the suggestions we have already received will be found embodied in the table of proposed contents and we shall all be glad to receive further hints. The forthcoming edition will contain a Calendar running from 1st September 1890 to 31st December 1891, and will consist of about 100 pages. A new Edition will be issued till January 1892, and will contain changes of importance take place, such as will be faithfully recorded in the pages of

this *Journal*, and we would recommend all purchasers of the *Directory* to order the *Journal* to be sent to them regularly.

Orders for the *Directory* should be sent to Mr. V. Kalyanaram Iyer, Bookseller and Publisher, Esplanade, Madras.

RESULTS GRANTS.

In the review of the Report on Public Instruction Government draws particular attention to the serious falling off in the results grants' expenditure. The results grants' expenditure from Provincial funds alone decreased during 1888-89 by Rs. 50,323. The Director attributes the decrease chiefly to the incorrect estimates presented by inspecting officers and to the severe restrictions in Chapter III of the Code. The system adopted in framing the estimates is most complicated and we certainly think that a simpler system should be adopted. Government does suggest a method but after careful examination we find that it does not in any way differ from the system already in vogue. We refrain, however, from making any more remarks on this subject as we hear that the Director is now engaged in revising Chapter III of the Code. We are also of opinion that the examinations for results grants are not elastic enough. Here again our complicated Code is to blame for it. Add to this the severity of the examiners and we have causes enough to account for the serious loss of half a lakh of Rupees to Managers. It is, however, consoling to find that the Director has ordered the results grants for the current year to be paid at maximum rates to all schools.

Then again, why should not special fixed grants be given in this Presidency to Primary schools that are of a permanent character, instead of making these grants depend on an elaborate system of examinations each year according to a complicated code which nobody understands? In Bombay this is done. The rule in the Bombay code runs thus:—

“In substitution of (results) grants, special fixed grants have been, and may be hereafter, made with the sanction of Government to certain schools. Accordingly schools whose permanent character is established may be put by the Department on a special list, and such schools shall receive a fixed grant annually for a term of years and payable at a fixed date each year.”

AFFILIATION TO OXFORD AND CAMBRIDGE.

The University of Calcutta is now affiliated both to Oxford and Cambridge. We have more than once, both in our editorial and in our individual capacity, recommended the Syndicate of the Madras University to take steps to affiliate Madras with these Universities, but so far to no purpose. We were indeed once informed that a Committee was appointed to consider the matter, but whether this Committee ever sat, and, if it did sit, whether it ever came to any conclusions we are to this day left in utter ignorance. It is likely to be a matter of very considerable importance in the near future. Year-by-year the number of students who go home for their education is increasing, and it will make a great deal of difference to a graduate of the Madras University, from a pecuniary point of view, whether he is compelled to reside for 3 or for 2 years at Oxford or Cambridge. In our issue for June 1889 we gave the full text of the Statute under which affiliation to Oxford is granted.

We take this opportunity of saying that the University Committees appointed from time to time take a most unconscionable time in submitting their reports.

LITERARY ACTIVITY IN THE MADRAS PRESIDENCY.

We have before us the Report of the Registrar of Books on the published literature in the Madras Presidency for 1889, from which we gather that the total number of books, pamphlets and periodicals registered has increased from 1,169 to 1,366. Compared with the figures of 1885 the increase has been 57 per cent. The report strikes a despondent note at the very commencement. This is what Mr. Krishnamachariar writes:—

The year is not remarkable, however, for the growth of periodical literature such as might be expected from the increasing number of University graduates. Though eight new periodicals were started in 1889, seven of the preceding year's disappeared one after another, perhaps for want of support both pecuniary and literary. This support is not generally forthcoming, especially in the case of vernacular magazines, which the young graduates seldom care to read or contribute to, the absence of all vernacular reading in the numerous reading-rooms and literary clubs that have been started by them all over the Presidency of late years being a notorious fact, and the European practice of taking some nice, healthy reading for one's wife's and children's home culture hardly prevails among those in the position of parents and heads of native families.

After a careful perusal of the nature of the publications, we do not think that Mr. Krishnamachariar is justified in taking such a pessimistic view of the literary activity of our young graduates. The Registrar himself admits that there has been a marked improvement in the number of original works compared with the figures of last year, and towards the close of the report he speaks of the impulse that has been given to Vernacular prose literature among the reading classes that are unacquainted with English. Out of a total of 1,366 books as many as 749 were original works, and of these again 398 were books published in the Vernaculars.

The classification of publications according to subjects is, as usual, rather crude. Under the head of *Art* are placed two leaflets entitled the *Mirror of Hindu Magic*. All annotations on text-books are brought under the dignified title of *Books on Language*, instead of being classed separately as 'annotations.' We certainly think that the classification of publications according to subjects can be improved upon, so that the Madras Report may not in future give room for a criticism such as this:—"The official synopsis of original works is amusing in the gravity and baldness with which incongruous subjects are classed together."

The wide extent and variety of sympathies of native writers is evidenced by the medley of subjects to which the publications refer. Among individual publications, however, we may allude to the following, 'A collection of Indian fables in English' with illustrations, published by the Christian Vernacular Education Society. We are at a loss to know why the name of the author of this most interesting and original work, Mr. Ramasawmi Raju, Barrister-at-Law, is omitted. The following reference is made to Mr. T. M. Scott's edition of the *Kural*:—"Among the reprints of the Tamil *Kural*, there appears a peculiarly printed edition by Mr. T. M. Scott, avoiding the use of the vowels *eg* and *o* contrary to the system of spelling recognized by Tamil grammarians." Under *Philosophy*, there is a standard work on Indian Logic in Sanskrit called *Sámānya Nirukti*. A Tamil treatise on Political Economy by Mr. N. Vaidyanatha Iyer, M.A., is also worth mentioning.

As usual the largest number of works is on religion, which have increased from 490 to 611. The 611 works are thus distributed, Hindu 384, Christian 157, Muhammadan 49, Theosophic 12, anti-Christian 8, and Brahmo 1. Most of these are, we believe, mere tracts or hand bills and scarcely deserve the name of books. We are told that "the large but cheap serial publications on the religious philosophy of the Hindus, their Vedic works, their Puranic legends and ritualistic works giving direction for worship and meritorious devotion, as well as new hymns

and panygeries are on the increase." A reference is made at the conclusion of the report to the republication of an indecent book in Tamil, the name of which, for obvious reasons, we omit. We are glad to find that steps have been taken by the Police to suppress its sale. The native bookseller is now undergoing rigorous imprisonment. On the whole the record for the year indicates improvement.

NEWS AND NOTES.

LOCAL AND INDIAN.

All Schools and Colleges in Madras will close on or about the 15th instant.

Mr. H. B. Grigg, M.A., C.I.E. resumed charge of the Directorship from Dr. Duncan on the 16th ultimo.

Dr. Bradshaw, Inspector of Schools, Central Circle, leaves for Europe on one year's leave on Medical certificate, from the 5th instant.

Mr. H. G. Stuart, M.A. will be in charge of Dr. Bradshaw's office for two months till the arrival of Mr. Logan now on furlough.

Mrs. Isabel Brander, Inspector of Girls' Schools, leaves early in June on a year's furlough. Miss Govindarajulu will probably act.

About 6,120 candidates have entered their names for the Middle School Examination to be held on the 5th, 6th, and 7th of this month.

Dewan Bahadur Ragoonatha Row has founded some prizes in the Government Girls' School, Kumbakonam.

There are altogether 13 Madrasces studying in England out of 260 Indian Students. Five years ago there were only 3 out of 160.

It is probable that the next Matriculation Examination of the London University will be held also in Madras.

Mr. William Lane Bower, B.A., has been recommended for the Headmastership of the Madrissa-i-Azam.

It is the intention of the Director of Public Instruction to establish Government Girls' Schools in backward localities where private agencies are not forthcoming.

We are glad to learn that Mr. K. Subramania Aiyar, B.A., Commercial Instructor in the Teachers' College, Saidapet, has been made a member of the London Phonetic Society.

The Maharajah of Patiala has presented half a lakh of rupees to the Punjab University in commemoration of the Prince's visit to his State.

H. H. the Rani Sahib of Gondal takes great interest in the progress of female education. She lately presided at the prize-giving at Mongheba School at Gondal, where over 300 native ladies assembled to receive her.

On the 17th April Mr. W. L. Venkataramiah, B.A., B.L., delivered an interesting lecture on 'Tennyson' at the Young Men's Christian Association Rooms. On the 2nd instant Mr. Cecil M. Barrow, M.A., lectured at the same place on 'English Literature'.

In order to encourage the education and training of Natives of India in Epigraphy the Government of India has offered a special prize of Rs. 500 annually at each University. This is proposed to be given to the best essay on a subject closely connected with Indian Palaeography. The essay will be published at the cost of Government.

In Proceedings No. 3882 of 16th April 1890, Government Scholarships of Rs. 10 each per mensem have been awarded, with effect from 1st January 1890, for two years, to Miss Emma Florence Bailey and Miss Maude Karney, now reading in the Junior F. A. Class of the Doveton College. These two girls passed at the Matriculation Examination of 1889 in the 1st Class from the Doveton Girls' School.

The late Dr. MACNALLY'S *Sanitary Handbook* has, on the recommendation of Dr. Bradshaw, been supplied to the Normal Schools and Inspecting Schoolmasters in the South Arcot and Chingleput Districts. We are glad to see that attention is being paid by the Boards to sanitary matters, and we hope that other Inspectors of Schools will recommend the work similarly in their Circles.

Much attention is being paid to practical work at present at the College of Engineering. Sir John Fowler, who visited the College during the year 1889, suggested the opening of a workshop and this is

being given effect to. Rajah Sir T. Madava Row has offered a sum of Rs. 1,500 for the endowment of three annual prizes of Rs. 20 each to be awarded for proficiency in some branch of practical training.

The London Committee of the National Indian Association have sent out a special appeal in support of female education in India. The following are some of the objects for which the Committee apply for aid: (1) the supply of a larger number of trained teachers; (2) the provision of Home teaching for girls; (3) the granting of temporary assistance to newly started girls' schools. Some liberal contributions have already been received in England and we trust that the appeal of the Madras Committee will also meet with a liberal response.

A telegram to the *Hindu* of April 28th states that at a Senate meeting of the Calcutta University, held on Saturday 26th April, Mr. A. M. Bose moved for the appointment of a Committee to examine the University Incorporation Act with a view to introduce changes called for by present requirements. The University is taken to be a teaching body but its functions are limited by the Act. It is desirable to amend the Act so as to enable it to fulfil these functions. The motion was carried by a majority. We are of opinion that our own Madras Act of Incorporation wants careful overhauling.

The Director has issued the following Circular to Treasury Officers:—

It having been reported to me that payment of certain certifying memoranda, payable for 1889-90, but presented after 31st March last, has been refused in certain instances, without any instructions—from this Department for such refusal, I have the honor to request that you will be good enough to continue payment as heretofore, as, under article 61, Chapter III, of the Grant-in-aid Code, all unpaid claims due for the past year should be discharged before any sums are paid for grants during the current year.

With reference to an action recently brought by a parent against a teacher in one of the European Schools of Calcutta for having flogged his son, we quote the following judgment on a similar case lately tried before the Supreme Court of Administration in Prussia:—

"The teacher may inflict reasonable corporal punishment. He must be careful not to cause bad wounds which might endanger the life or the health of the pupil. Black marks, swollen stripes, or bruises do not come within the term 'bad wounds,' for all serious corporal punishment leaves behind such traces. The teacher shall not

be acting unlawfully in punishing a pupil from another class than the one in which he teaches; the punishment may be given outside the school-building. The conduct of pupils out of school will also be subject to scholastic discipline. The clergy are authorized to administer corporal punishment during divinity lessons. The conduct of the teacher is not actionable as long as he has not inflicted 'bad wounds.'"

We have received the Report for 1889 of the Madras Diocesan Committee of the Society for Promoting Christian knowledge. It does the energetic Secretary, the Rev. J. T. Lawrence, M.A., great credit. From it we extract the following interesting passage:—"The sales at the Depository in 1889 exceeded by Rs. 23,000 those of the previous year, the figures being—

1886	1887	1888	1889.
Rs. 52,228	59,863	64,043	87,000.

This increase is largely due to the fact that in April 1889 the whole remaining stock of Government books was transferred to the Depository for sale on commission. In addition to the profit accruing from such commission, much indirect benefit has arisen, inasmuch as the area of the Society's operations has been largely increased, and a considerable amount of other business been attracted.

As usual, School books have commanded the largest sales. Among these, nearly 24,000 of Sinclair's *Histories* have been sold, and more than 21,000 of Duncan's *Geographies*, both in English and the Vernaculars."

Some time ago Dr. Bradshaw addressed the Director of Public Instruction on the advantage it would be for the students of the Teachers' College and of the Muhammadan Normal School, Madras, if they were required to visit the Museum before completing their training, as he had often been struck by the ignorance of the young men in this country of natural objects that are not actually under their eyes, and by a want of observation regarding even such as are. Dr. Bradshaw offered to give four Prizes, aggregating Rs. 25,—one for each grade—for the best essays giving an account of the visit to the Museum. The Director having referred the matter to the Superintendent of the Museum, Dr. Thurston offered not only to accompany the students through the Museum and give them some information regarding the various specimens, but also to examine the essays and award the Prizes. The Director of Public Instruction has notified that he "accepts with pleasure Dr. Bradshaw's offer." We trust that the Heads of other educational institutions,—College classes, East Indian Orphanages, Industrial Schools—will act on the suggestion and cause their pupils to pay a visit to the Museum under the charge of one of their teachers.

LITERARY AND GENERAL.

Messrs. Ward, Lock & Co. have issued Stanley's "Life of Arnold" in their Minerva Library of reprints. It may be had for a rupee.

* * *

The Bill for the Organization and Registration of Teachers engaged in Secondary or intermediate education in England and Wales was introduced by Sir Richard Temple and read a first time in the House of Commons on Monday, March 10th.

* * *

The University of St. Andrews, Scotland, will open professorial classes for the education of women in the summer of this year. Scholarships will be awarded by public competition amongst intending students at the commencement of the session.

* * *

The Oriental Seminary, says the *Educational Times*, of Berlin seems to be in a flourishing condition. Not less than thirty-two courses have been announced for the ensuing summer term. Advanced classes will be formed for Chinese, Japanese, and Arabic.

* * *

The number of school-going children in Russia is 1,466,914, while the children of school age number fifteen millions; hence the proportion of the school population to the entire population in Russia is 1.8 per cent., while that of Finland alone is 12 per cent.

* * *

What is *Slöjd*? We take the following explanation of the word from our contemporary the *New England Journal of Education*:—"Slöjd (pronounce sloyd) is found in Old Swedish in this form *slöghd*, whence the word *slögd*, as it was spelled up to the nineteenth century. (The Icelandic form is "sloead.") The word is derived from the ancient adjective *slög* (Icelandish "sloege" which had the meaning of skilled, but only if the work done was done by hand. Hence *slöjd* means *handskill*, or, as we express it, *manual training*. No language has so precise a word as the Swedish *slöjd*, unless it be the German dialect spoken in Schleswig-Holstein, where all sorts of handiwork is called "Klüttern," and manual training schools are called 'Klüter schools.'"

* * *

The University of the City of New York has formally established the School of Pedagogy, and will grant degrees and recognition to those who complete its courses of study. This school will be put in every respect on the same plan as the departments of law, medicine, and theology, and give all students who are prepared to enter it a professional training equal in every respect to the demands of higher instruction. This, says

112

the *Educational Times* is the first time in the history of education that a University has formally recognised teaching as a profession, equal in scholastic dignity and importance to the other learned callings. Recognition is everything in this world. The bondage of teaching has consisted in the fact that it has not been recognised as having any professional rights worth noticing. Our contemporary is not right in stating that the New York University is the first to recognise teaching as a profession. Since the year 1887 the University of Madras has granted degrees in Teaching.

* * *

The following figures are interesting as to the relative number of students in the high schools of Prussia:

	WINTER 1882-3.		WINTER 1887-8.	
	SCHOOLS.	STUDENTS.	SCHOOLS.	STUDENTS.
Gymnasiums.....	253	76,358	264	78,683
Progymnasiums.....	36	3,946	39	4,182
Real gymnasiums.....	90	25,891	88	24,805
Real progymnasiums.....	35	8,705	89	9,250
Real schulen I. Ord.....	12	3,935	11	4,663
Real schulen.....	17	4,161	19	5,541
Citizen schools.....	20	4,533	25	6,898
	463	127,529	535	134,022

* * *

No one can doubt that the present system of primary education has done wonders, but it has the defect common to all the educational systems which we have inherited—it is too bookish, too little practical. The child is brought too little into contact with actual facts and things, and as it stands at present it constitutes next to no education of those particular faculties which are of the most importance to industrial life. I would venture to suggest there are one or two remedial measures, and the first of them is the teaching of Drawing. In my judgment there is no mode of exercising the faculty of observation, the faculty of accurate reproduction of that which is observed, no method of instruction which so readily tests error as drawing. I do not mean artistic Drawing; I mean drawing from natural objects, plans and sections, approaching somewhat geometrical drawing. I declare to you that in my judgment the child who has been taught to make an accurate elevation and the plan and section of a pint pot has had a most admirable training in the accuracy of eye and hand. Accuracy is the foundation of everything else. Nothing has struck me more in the course of my life than the singular loss which all kinds of persons sustain who are pursuing scientific knowledge of any kind from the difficulties which arise because they never have been

taught those rudimentary and elementary matters, and I am glad to say that in Eton, a school of whose governing body I have the honor of being a member, we some years ago made Drawing imperative upon the whole school.—*Prof. Huxley.*

REVIEWS AND NOTICES OF BOOKS.

1. ARITHMETICAL EXERCISES AND EXAMINATION PAPERS by H. S. HALL, M.A., and S. R. KNIGHT, B.A. London: Macmillan and Co.
2. EASY ARITHMETICAL EXAMPLES by J. G. BRADSHAW, B.A. London: Macmillan and Co.

These are two specimens of what is now a very large class. Their existence pre-supposes either great laziness or great infertility of invention on the part of the ordinary teacher of Arithmetic. We fear the former is the cause, for the most meagre intellect would suffice for the production of almost everything contained in such publications. In the days when we learned Arithmetic, our dominie would have scorned such aids. He used to go round the class setting perhaps six *original* sums at the top of each slate—all different, and so at a moderate computation was delivered weekly of a book as large as either of those named at the head of this review. But then he never thought of putting it in print and selling it for two shillings and six pence. Given the demand, however, the books under notice supply it well. Mr. Bradshaw's is the more elementary, giving a large number of exercises of the type: "Multiply 4,572 by 2;" "Find out if 72 is divisible by 2;" "Reduce $\frac{1}{16}$ to its lowest terms;" "Express $\frac{1}{16}$ as a decimal." These are actual examples from the book and there are hundreds like them. The whole is graduated from the beginning of the book to the end. Messrs. Hall and Knight's volume is on a different system. The examples are grouped in sets or exercises of eight sums taken from different rules. Thus each exercise can be set as an examination paper. A useful and unusual accompaniment is an Appendix containing 200 examples of Logarithms and Mensuration. We wish all boys were taught logarithms, not the theory, which is difficult, but the practice which is as easy as looking up words in a Dictionary.

CALENDAR OF THE COLLEGE OF ENGINEERING. Madras: Lawrence Asylum Press.

We have received, and with much pleasure call attention to, the Calendar for 1890 of the Madras College of Engineering. This is a new departure on the part of the College which might well be followed by other institutions. Especially where the instruction afforded is of a

technical or professional character information such as this Calendar affords is particularly welcome. We think a somewhat similar Calendar used to be issued by the College of Agriculture, the Doveton College Committee annually issues a report which gives Time Tables, Scholarship rules, &c., and serves all the purposes of a calendar. One is also issued on a small scale by Pachaiyappa's College at the expense of the Principal; beyond these we know of no other annual guide published by an Educational institution. The publication before us is remarkably well done and may fairly serve as a model. Evidently no expense has been spared. The first article is a lengthy history of the development of the College from its primitive germ in the Surveying School established by Government under Mr. John Goldingham in 1794. The College is thus nearly a centenarian. This history is written by the present Principal, Capt. Love, R. E., and is illustrated with a plan of the Chepauk Compound in 1861, a view of the present College buildings taken from the Beach, and plans of the interior. Then follow the Rules for the Constitution of the College, the Syllabuses of Instruction in the various branches, lists of past students, the Principal's Report for the year 1889, and finally the College Examination papers. These last must prove very useful to present and future pupils. On the whole, therefore, we can heartily congratulate Capt. Love in his first Calendar and hope many will be led on to follow his example.

THE MARQUESS OF DALHOUSIE. ("Rulers of India" Series). By SIR WILLIAM WILSON HUNTER, K.C.S.I., C.I.E., M.A., LL.D., Author of the "Annals of Rural Bengal," "The Indian Empire," "The Imperial Gazetteer" &c. Price, half-a-crown. Oxford, at the Clarendon Press.

This beautifully printed and bound volume of 228 pp. crown 8vo is the first of the projected new series entitled "Rulers of India" to be issued under Dr. Hunter's able editorship. In the opening chapter of this first volume, giving the "Argument," the author clearly indicates the lines on which the Series will be written. He says:—

The leading idea in these volumes is to present a series of historical retrospects rather than of personal biographies. Each little book takes some conspicuous epoch in the making of India, and, under the name of its principal personage, sets forth the problems which he had to encounter, the work which he achieved, and the influences which he left behind. Thus the rise and culmination of the Mughal Empire will be briefly sketched under the title of Akbar; its decay under that of Aurangzeb. The volume on Dupleix will sum up the struggle of the European nations for India, before the ascendancy of the British. The present volume on Dalhousie exhibits the final development of the East India Company's rule."

It is long since we have read a book that gave us greater pleasure. We took it, so to speak, at a draught, and rose from the perusal of it with a feeling of intense admiration for the greatest of the Governors-General and of confidence in Dr. Hunter as the chosen Editor of what we have every reason to hope from this first specimen volume will prove a most valuable addition to the many excellent 'Series' the last 20 years have given birth to. The biographical part of the work Chapter II, "The Man" (pp. 19—59), we found all too brief, for it is deeply interesting and pathetic. From this portion of the book we shall only make one short extract. After a quotation from Captain Trotter's biography of Lord Dalhousie, in which his personal appearance is vividly depicted, Dr. Hunter continues:—

"Such was the brilliant young statesman, as portrayed by a friendly but accurate hand, who at the age of thirty-five entered on the great task of governing India. We shall see him, only a short eight years later, when he laid down his office—*heu quantum mutatus ab illo*—a worn-out, crippled old man, tottering down the river bank which he had once ascended with so firm a step and carrying, as he well knew, his death within him. In narrating the incessant work which he did, I shall say little of the strain which that incessant work meant to his mind and body. He himself maintained, and would have desired, a dignified reticence. But in order to understand the man, it is necessary throughout to bear in memory the magnificent youthful activities which he brought to India, and the havoc which India wrought upon them.

The remaining Chapters of the book deal with Lord Dalhousie's work as Governor-General of India. Chapter III *Conquest of the Punjab*—IV. *Consolidation of the Punjab*—V. *Conquest of Lower Burma*.—VI. *Annexation of Hindu States*.—VII. *Nagpur, The Karnatic Family, Nana Sahib, Berars*.—VIII. *Annexation of Oudh*.—IX. *Internal Re-organisation*.—X. *Railways, Commerce, Telegraphs, Public Works*.—XI. *The Half-penny Post, Education, Finance*. XII. *Military Policy, Conclusion*. In these ten short chapters, Dr. Hunter has more than fully vindicated Lord Dalhousie from the calumnious charge brought against him, of being the real cause of the Indian mutiny. So far indeed, as Dr. Hunter shows, was he from having even remotely caused the mutiny, that, had the measures he advised in the last minutes he laid on the Council table at his last Council been adopted, there could never have been any serious rising among the native troops. In a Journal of this kind, it is neither necessary nor expedient that we should discuss the great political questions with which Dr. Hunter deals so convincingly and so lucidly, but, as he points out, it was not merely as a great annexationist and director of armies, but as a great administrator and political econo-

mist that the Marquess of Dalhousie shone forth as a star in the Indian firmament. To him we in India owe the introduction of almost every one of the great modern civilising and consolidating agencies.

With a long extract from Dr. Hunter's XIth Chapter, we shall close this notice of a most valuable contribution to the correct understanding of how our Indian Empire has been built up:—

"In the same year that Lord Dalhousie introduced the cheap post and created the modern postal system of India, the foundations of a national system of education in India were also laid. During his first five years of office, Lord Dalhousie had carefully studied the various experimental methods of Public Instruction at work. In 1853, during the lull between his conquest of Lower Burma and the annexation of the Nagpur territories, he earnestly recommended that the system of Vernacular education, associated with the honoured name of Mr. Thomason, should be extended to the whole North-Western Provinces. In the following year the Court of Directors, with these and other proposals for the development of Vernacular instruction before them, at length dealt in a comprehensive spirit with the great question of Indian education.

The Despatch of Sir Charles Wood in July 1854, to use the words of Lord Dalhousie, 'left nothing to be desired, if, indeed it did not authorise and direct that more should be done than is within our present grasp.' This great State-paper put an end for ever to the old controversy between the rival supporters of the English and of the classical languages of India, as the basis and main subject of education. For it is founded on Indian education neither on the one hand nor the other, but on the modern Vernacular languages of the Indian peoples. A vast network of educational institutions has, under the system thus initiated, been spread over India. Those institutions start from the indigenous hedge-schools of the Hindus and the old Mosque schools of the Musalmans, which have now been brought within Government inspection. They advance, by well-ordered upward steps, to the Vernacular and Anglo-Vernacular Schools, the Affiliated Colleges, and the Universities. The whole form a complete gradation of Public Instruction, under the direction and control of the State.

This was the crowning act of consolidation accomplished in India under Lord Dalhousie. It has set in motion new forces, intellectual and political, whose magnitude it is impossible to gauge, but which the British Government now finds itself compelled to reckon with. Amid all the checks which occurred to Lord Dalhousie's consolidating system in India, after his firm hand was withdrawn, this tremendous fact of unification has gone on working without break or intermission, gaining strength, and displaying its marvellous results on an ever-extending scale. Even the Mutiny did not interrupt the progress of Indian Education. The year 1857, which saw us forced to fight for our existence, also saw the Acts passed to establish three Indian Universities,

since increased to five, which form the keystone of Public Instruction in India. Every Viceroy, whatever his public policy or private idiosyncrasies, has sought to connect his name with the magnificent system of Indian State-Education introduced during Lord Dalhousie's rule. Under that system, five Universities and 133,000 Schools and Colleges are now educating $3\frac{1}{2}$ million pupils in India.

I have been careful to describe the educational system of India, not as the direct work of Lord Dalhousie, but as having been introduced under his rule. The name of Sir Charles Wood, afterwards Lord Halifax, must always be the name chiefly associated with this great work. The lesser, but by no means unimportant, functions of Lord Dalhousie were to supply in part the materials which guided Sir Charles Wood, and to strenuously carry out Sir Charles Wood's views. Nor must it be forgotten that the scheme of Public Instruction, thus initiated by Sir Charles Wood, practically introduced into India by Lord Dalhousie, and strictly developed on the lines then laid down, has received from later Governors-General an expansion which Lord Dalhousie would scarcely have ventured to anticipate. For side by side with the Government Schools and Colleges, and incorporated with them into a system of official inspection, a great body of aided institutions is now maintained and conducted by private enterprise.

The India of the railway, the telegraph, the half-penny post, and the State-inspected school, that is to say, the India created by Lord Dalhousie, is the India of to-day. We know of no other India. But to the Englishmen who stood by and witnessed the construction of that India, it seemed as if an entirely new Empire was being called into existence. The immediate visible result of Dalhousie's rule was, as I have said, a unification of territory. Yet to close observers it was evident from the first, as it was clear to Lord Dalhousie himself, that this unification of Indian territory was only the first stage in a still more splendid, if more perilous, work of unification—the unification of the Indian races."

For want of space several reviews, with much other matter, have to be held over this month.

We beg to acknowledge the receipt of the following Magazines:—

The *Bombay Educational Record* for February 1890; The *Madras Christian College Magazine* for April 1890; *India's Young Folks* for April 1890; The *Private Schoolmaster* for March 1890; The *Head Master's Guide* for March 1890; The *London Journal of Education* for April 1890; The *London Educational Times* for April 1890; The *New England Journals of Education* for March 1890; The *New York Teacher* for February 1890.

CORRESPONDENCE.

To the Editor of the Journal of Education.

CLARKE'S CLASS-BOOK OF GEOGRAPHY.

SIR,—A short time ago you briefly acknowledged the receipt of a *Class-book of Geography*, by C. B. Clarke, F.R.S., published by Macmillan and Co. I also received a copy, and have read some thirty pages, i.e., about one-tenth of the book, and the ignorance of geographical facts, absurd mis-statement, and juvenile or ridiculous phraseology it contains can only be equalled by the specimens of 'school-boy blunders' that have been going the rounds of the papers lately;—and this in a 'Revised Edition,' brought up to date, 'which has been done' for the author by the Rev. G. E. Mackie, Head Master of the Godolphin School. Mr. Clarke, F.R.S., has, too, 'gone over his revision before going to press.'

Of the climate of India we are told, "November to March is winter. In mid-winter at Calcutta a fire is agreeable. From mid-June to October are the rains." [No reference to the North-east monsoon]. "The heat is on the annual average less from South to North, but the hot weather heat is much the same throughout India up to 1,000 feet altitude. So also by ascending the mountains we may obtain any mean annual temperature we desire down to freezing at the snow line." [There are mountains in India on which it never freezes.]

"At Cherra in Assam a rainfall of 600 to 700 inches in the year is not infrequent; 150 inches falls (sic) sometimes in six days. In the Malabar Ghats an equally large fall occurs!" [There are no Ghats known as 'the Malabar Ghats,' if there were we should say 'on the Ghats'; and the rainfall in Malabar does not reach one-third of what it is in Cherra.]

"The Nilgherry mountains are a small isolated part of the Western Ghats, attaining the height of 8,760 feet. Several other knots of the Western Ghats attain nearly this height, but the Nilgherries are the residence of many English (sic) therefore well known. Adam's Peak in Ceylon may be considered an outlier of the Western Ghats."

"Though so vast an area the Deccan is throughout alike in its soils (!) the abrupt character of its mountains, called locally Droogs (!)—its long gentle slopes (!) and its vegetation, from Ceylon to Rajmahal, at the bend of the Ganges. India divides primarily into three very natural divisions, viz., the Deccan, Hindoosthan (sic) and the Himalaya." (!)

"The sea-face of Bengal is a mangrove swamp, interspersed with jungles of tall grass, uninhabited but by tigers, &c."

"The landing at Madras is *always bad*, and if it comes on to blow on shore the ships that cannot work out in time are liable to be driven from their anchors, in which case they are *surely wrecked*." (!)

"Cochin, Calicut and Mangalore are *tolerable harbours*, but the trade at them is *limited*." (!)

"Galle is a place of call *with steamers* for Madras, Calcutta, China and Australia." [This is ancient history, and no longer true, Galle having been given up for Colombo.]

"Bombay is like the other ports of the Malabar coast (!) naturally crippled by the Western Ghats, which cut off its commerce with the interior (!) But these Ghats having been *now* crossed by the two chief branches of the G. I. P. Railway, Bombay, has grown rapidly" (!)

[Why did not Mr. Mackie revise this ?]

"In the Deccan the languages are derived mainly from the Tamil, and the people speaking them have been *lately* named Dravidians, to indicate that they differ so largely from the Aryans that they ought to be classed differently." (!)

"Besides the Aryans and Dravidians we find in the Indian mountains and jungles numerous tribes, called wild or indigenous tribes. They have been *roughly* known *hitherto* to the *English* as *Todas* in the Southern Mountains, &c." (!)

"The Feringhees, *i.e.*, half-castes between Portuguese and natives are few; the Eurasian half-castes between *English* and natives are *still* fewer, and diminishing in numbers."

"The Mahummadans are in race *undistinguishable* from the *Hindoos*, and have been largely recruited from them by conversion." (!)

"The Deccan is characteristically India, it contains hardly a single English flowering plant."

"The elephant is wild in the forests of Ceylon and Malabar, but *he* is especially abundant in the forests of east and north Bengal."

"The four Indian antelopes prefer the desert *style* of country."

"India is divided into eight separate governments, *set up* by the Indian government with separate budgets and with large administrative independence."

"Bengal is the most highly educated province of India."

"The Madras Government (*sic*) is very dry, so that rice can be little grown without irrigation."

"The *English* (*sic*) hill stations for Madras are Ooty (Ootacamund)

and adjoining towns on the Nilgherries. These mountains are the centre of the English Coffee plantations." (!) [This has only to be read in Madras to raise a smile.]

"In Bombay the English hill station is Poona." (!)

"Central Provinces (*sic*) comprise the old Sangor territory, Berar (*or Nagpore*) annexed by Lord Dalhousie, and certain districts ceded by the Nizam." [Berar is the name of the Hyderabad Assigned Districts, and is not the same as Nagpore.]

"Ceylon is celebrated for its belt of cocoanuts continuous along the south-west coast. Ceylon closely resembles Travancore on the *opposite coast of India*."

"The Rajput princes regard themselves as the *highest born* men of India."

"The *Rajah* of Travancore employs several British officers in the higher administrative posts, and has *accumulated much treasure*."

"Cawnpore on the Ganges, *opposite Oude*." (!)

"Owing to the drought there is no considerable river in Afghanistan, the small streams *often dry up or slip away*."

"On the coast of Beloochistan is a wretched, barbarous tribe, *eating fish*, who were found there by Alexander the Great 2000 years ago, *eating fish then*." (!)

"The chief article of export is the palm oil, the kind of *butter* so largely used for greasing railway axles, and as the foundation of *soap*, which is the product of a Guinea palm." (*sic*)!

"The Congo Free State is the *outcome* of Mr. Stanley's explorations."

"New Zealand is near the *Antipodes*." The southern Alps attain 12,000 feet in height."

"By an '*American*' is understood an Englishman born in America."

"London exceeds in size and far more in wealth *all* the cities of the world."

"Valentia, the point of *departure* of the Submarine Telegraph Cable for America."

"The *Irish* rose up in A. D. 1689 and were finally put down the next year."

"There are still a million people in Ireland who can speak Erse."

"Ireland exports butter, bacon and *young beasts*."

23rd April, 1890.

JOHN BRADSHAW,

Inspector of Schools.

EDUCATION IN THE MADRAS PRESIDENCY.

We made a few remarks in the last issue of the Journal on the Government order on the Report on Public Instruction for 1888-89. The report is full of interesting matter and will well repay the trouble of careful perusal. Government in their Order refer to the continued improvement in statistical accuracy, but not only in the statistical portion is there an improvement, the general report itself, which is quite encyclopædic, contains most interesting comments of a general nature on every educational problem. We fear, however, that this very excellence will prevent many from perusing the report as carefully as they should. We shall, therefore, give some extracts from the report which have no direct bearing on the statistics, but on questions of general educational interest. In the Chapter on Controlling Agencies the Director has the following remarks on

THE WORK OF SUB-ASSISTANT AND ASSISTANT INSPECTORS.

The Sub-Assistant Inspectors of boys' schools are entrusted with the direct supervision of all Lower Primary schools and of non-permanent Upper Primary schools, and they are also required to examine such of the Upper Primary schools, as may be transferred to them with my sanction by Assistant Inspectors. This distribution of work very properly reduces their financial responsibilities. I would, however, point out here that the executive work falling on both classes of officers with reference to the management of Board and Municipal schools is heavier than what it was under the old scheme owing to the widening of the ranges. I was not fully aware of the extent to which they were made responsible for the management of these schools till I ascertained personally the state of things when in charge of the late sixth division in October 1888. The present state of things not only interferes greatly with the primary and legitimate duty of the Sub-Assistants, namely that of inspection, but it also tells unfavorably on Board schools, as I am convinced that it is for the benefit of these schools that the Boards should assume more direct control over them. The question of appointing Board Superintendents is now under the consideration of a few District Boards.

Government has, however, for reasons of its own, which are to us inscrutable, declined to sanction the proposal regarding the appointment of Board Superintendents.

The Chapter on *University* education is very interesting. We shall, however, make only a few extracts. The Director alludes to the paucity of pupils for the various Medical examinations and refers thus to the

UNPOPULARITY OF THE MEDICAL AND ENGINEERING PROFESSIONS.

The causes at work that account for the unpopularity of the medical profession are many; among these, the comparative length of the course, the heavy expenditure involved, as compared with the Arts course, more especially in the case of the

M. B. course, the difficult nature of the tests, and the difficulty in securing remunerative employment may be noted. But I would at the same time observe here that the actual number of candidates appearing for the Madras University examinations cannot by itself be looked upon as demonstrating the popularity or not of the medical profession. As an English qualification is held in great esteem in this country, and as the facilities for students visiting England are now so great, many who receive their preliminary training here, prefer qualifying finally for an English diploma. But notwithstanding this, I am of opinion that the local University ought to attract a larger number of candidates than it has done hitherto. The recent placing by Government of graduates in the several Faculties on the same footing as regards admission to all branches of the Public Service may tend to increase the number of students in this as well as in the Engineering Faculty. With reference to the latter Faculty it will be observed that as many as 16 appeared for the B.C.E. degree examination against 6 in the previous year, but only 2 succeeded in passing. The increased number of candidates is probably due to the greater weight now given in the Department of Public Works to high professional qualifications. But the result is very unsatisfactory and was probably due to the fact that most of the candidates had long given up regular study. The newly instituted examination in Teaching seems to be appreciated, judging from the gradually increasing number of candidates that seek the Teacher's diploma.

This is what Mr. Grigg says as to the quality of work turned out by

AIDED AS COMPARED WITH GOVERNMENT INSTITUTIONS.

I am of opinion that in a few more years as the teaching agency gradually improves aided institutions will not generally be behind Government colleges so far as the standard of instruction for the Arts course is concerned, but I am persuaded that non-departmental colleges will long require the fostering care and liberal financial assistance of Government, more especially for the strengthening of the European portion of their staff, in order to maintain the institutions in efficiency and to raise the standard of efficiency already attained. The staff of not a few aided second-grade colleges is still much below what it should be in regard to academic distinction, character and experience.

Speaking of

THE PRESENT B. A. CURRICULUM.

he says :—

One thing that strikes me in the results of the B.A. degree examination so far as the tests in the Optional branches are concerned is the want of uniformity in the standards of examinations. As the length of the course in each branch is the same, assuming that the standard of teaching in each branch in the different colleges does not vary much, it is probable that the candidates appear for their examinations in their respective branches with the same degree of preparedness, and yet the proportion of passes varies considerably. The only conclusion therefore that can be drawn is that the tests in the different branches are not of the same relative standard of difficulty. This I consider to be one of the chief defects of the present system of examination, and yet it is a defect which is the outcome of the excellence of the new system which offers a large option to students among the different courses of study.

The injury done is therefore very slight compared with the variety of culture the present system is calculated to develop. I admit of course that a very large number of students in their choice of a branch are guided chiefly by the consideration of the nature of the test, but at the same time to those students who have a real taste for particular branches of study the present system offers every opportunity of distinguishing themselves. The benefit of a University to a country depends more on the number of those who pursue knowledge for its own sake than on the number of those who look upon the possession of a degree as merely a passport for securing a livelihood.

He has also the following pertinent remarks on

THE UNEQUAL DISTRIBUTION OF HIGHER UNIVERSITY EDUCATION.

The varying extent to which the different classes of the population in this Presidency have been affected by higher English education is an anomaly which demands the serious attention of all interested in the progress of the country. In accounting for this anomaly, various causes are to be taken into consideration, as for example the natural aptitude of the different classes of the population for higher education, the facilities offered for the prosecution of collegiate education, the suitability of higher University training to the particular circumstances of each community, and the partial monopoly of the superior grades of the Public Service in different districts by certain sections of the community. But whatever the causes may be, it is certainly a matter for regret that there is such an unequal distribution of higher University education among the different sections of the population. If only the practical side of education had been developed to the same extent as the literary side, there would have been some compensation for this inequality. The institution of the Upper Secondary examination, recently sanctioned, will no doubt go a long way towards removing this inequality. But a restricted system of open competition for State service will probably be the most effective remedy for the state of things above noted, although the persistent pursuit of higher education by any branch of the community, which now partially neglects it, will certainly result in the long run in that class obtaining a moderate share of State employment and of positions of influence in the various professions.

As might be expected the Director is enthusiastic about the effects of the Upper Secondary Examination. He gives the following reply to the question :—

WHAT EFFECT WILL THE UPPER SECONDARY EXAMINATION HAVE ON THE UNIVERSITY ?

The Upper Secondary examination will no doubt have the effect of removing the disparity that exists between the numbers appearing for the Matriculation and the Higher Arts examinations, and of establishing a fair equilibrium between secondary and collegiate education. But fears have been expressed, in some quarters, that the effect of the new examination will be to cripple the resources of the University, reduce seriously the numbers that take to the Arts course and thus retard higher literary education. I do not, for a moment, share in these misgivings. The incentives to students to enter on and complete the University course have not in

any way been diminished, but rather the reverse, and though the exclusion of the Entrance Examination as a test qualifying for the Public Service will have the effect of diverting a large number of candidates, who were content with the Matriculation as the goal of their educational career, to practical pursuits, still the concessions granted to F.As., and graduates will have the effect of inducing a larger proportion of those who begin a University course to persevere and complete it than has been the case hitherto. I consider therefore that the new examination will have a salutary effect on the University, and that partly through its means higher literary and scientific culture will strike deeper root and become a greater reality in the country. It will also have the great advantage of bringing the Faculties of Engineering and of Medicine into closer contact with general education, by offering openings, as science and technical teachers, to those who have taken their degrees in these Faculties, especially in that of Engineering.

With regard to the finances of the University also I do not take a pessimistic view. If the Matriculation examination is raised in standard as it should be the admission fee may, if necessary, be raised. The number of candidates that will appear for the First in Arts and B.A. degree examinations is also likely to increase appreciably under present conditions. Moreover, the University have it in their power to attract to them not a few of those who pass the Upper Secondary examination, by recognising this examination wholly or partially as a substitute for their own Entrance Examination. In adopting this course they will be following the example of the Universities of Scotland in regard to the Higher examination conducted by the Committee of the Council on Education.

In answering the question

SHOULD THE GOVERNMENT COLLEGES BE KEPT UP ?

Mr. Grigg says :—

The rapid development of private colleges indicates that collegiate education, being of the nature of a monopoly, can stand without any considerable financial support from the State, so far as Arts education is concerned, but I do not think, if financial conditions admit of the expenditure, that the Government should disestablish any of the three existing First-grade colleges, but I would rather urge more liberal expenditure upon them, so as to make them more efficient as institutions for the promotion of literary culture, and also to equip them for doing really efficient, scientific and technical work. This remark applies with especial force to the Presidency college, an institution which should ultimately become a Science College of a high standard so that it may serve as a model State College. The literary work it has done might possibly be done equally well by private colleges, but no private college is ever likely to have the means of maintaining the expensive laboratories and teaching agency which are essential for a high standard of science teaching. The Public Service Commission also have emphasized this policy by recommending that "there should be in each Presidency and in the larger provinces at least one college with a staff of Professors capable of teaching up to the highest European standard under a European Principal." The Presidency College should of course undergo important developments before it lays claim to this high position; but the recent creation of a Professorship of Physics in that college is a step in the right direction.

Regarding

THE SYSTEM OF RECOGNITION,

this is what the Director says :—

In my last report I pointed out the beneficial effect the system of recognition has had on Secondary schools in the Presidency. The system of recognition hitherto in force has not been definite, and Government have called upon me to submit "in as clear and succinct a form as possible, a statement of those conditions other than that of a fixed rate of fees, which should be made a *sine qua non* of recognition by the State and admission to the State-conducted examinations." That a system of recognition is absolutely necessary is now admitted even by those who stoutly opposed the action of Government as regards recognition a few years ago. But the indefiniteness of the system hitherto in force has checked the good effects the system is well calculated to produce, and has led to some misunderstandings. The time has, therefore, come when managers should know exactly what conditions their schools should fulfil to be entitled to the privileges of recognition.

Government in their review refer to

THE DECREASE IN AIDED PRIMARY SCHOOLS.

The Director says :—

In accounting for the decrease under "aided" the number of schools that have been for the first time returned as Board institutions should also be taken into consideration, for in the majority of cases Board schools are not schools recently established but aided schools that have come under Board management. Notwithstanding this circumstance the slow increase in the number of *bona fide* aided schools is a matter for regret. The operation of the new Code accounts partly for this slow increase. The payment of grants, especially those from Provincial funds, at rates below the maximum is another patent cause. Government have recently in their review of Municipal and District Board reports emphasized the necessity for improving the teaching agency in Primary schools; this will also act as a check on the number of aided schools. This result, however, has its counterbalancing beneficial effects, in that the internal condition of schools will improve considerably. This is borne testimony to by all Inspecting officers. I think too that the insufficient supply of Inspecting schoolmasters in many districts, and their inefficient character in most cases is another important cause of the slow rise of schools from one class to the other; for masters to achieve this object need constant intelligent assistance. The absence of Sessional schools or classes is also another clog. Both these defects I trust, however, will gradually be removed, as Local Boards learn to recognise their importance. I would also add as another cause the long period which a school manager has to wait before he can receive any grant. This I have dwelt on in another place. I would however point out here that in Madras more than in any other Province the system of primary education has grown out of the indigenous system, and hence the transition is slow and intermittent, though the system evolved from this source is likely to secure a better hold on the social life of the people, than an imported one.

The following remarks of Mr. Grigg on

FEMALE EDUCATION

deserve careful consideration.

"There has been satisfactory progress during the year under female education.

Stage.	Number of Female Pupils.	
	1887-88.	1888-89.
Collegiate stage ...	3	2
Upper Secondary stage ...	120	143
Lower secondary stage ...	1,896	2,029
Upper Primary stage ...	3,222	3,157
Lower Primary stage ...	59,090	61,855
Total ...	64,331	67,186

Still much has yet to be done to bridge the vast gulf there is between the educational condition of the male and that of the female population of the country. The progress of the higher or secondary education of girls is, for obvious reasons, much less marked than that of males. In the statement in the margin particulars are given as regards the number of female pupils in the different stages. It

will thus be seen that only 3 per cent. of the total number of girls under instruction are in the secondary stage, and that 92 per cent. of the pupils have not gone beyond the lower primary stage. Another unsatisfactory feature is that the progress in higher education is confined to small, well marked classes, such as Europeans, Eurasians and Native Christians. It is also noteworthy that in this Presidency there is hardly any indigenous agency from which any help can be expected in regard to female education, for whilst as many as 50,748 boys were in indigenous schools, the number of girls in such schools did not exceed 1,630. This fact, however, has its bright side, for it shows that whatever education girls are receiving, it is usually of good quality. Private native agencies are also not forthcoming to take upon themselves the responsibilities of starting schools to the extent desired. As regards Local Boards, the Education Commission was of opinion that it was premature for them to undertake the control of girls' schools on the ground that native public opinion had not yet decided either as to the expediency of school life for girls, or as to the claims of female education on Local and Municipal funds. In this Presidency this policy has been strictly followed, and no pressure has been brought to bear upon District and Municipal Boards to induce them to undertake the management of girls' schools, and, I think, whenever a Local Board or Municipality has desired to be relieved of a girls' school, the Government have almost invariably taken the school off their hands. Out of a total of 866 girls' schools, Secondary and Primary, only 64 were maintained by Local and Municipal Boards. It will be seen therefore that the chief agencies that have been in operation in this Presidency in promoting female education are Missionary Societies and the Government. The Mission agencies have the advantage of Government in that they can generally provide efficient and direct supervision, whilst the Government have to rely upon the occasional visits of Inspecting officers or their subordinates. Still I think more Government schools should be established, especially in towns. As Government institutions are purely secular, parents are less averse to leaving their daughters at school to a later age in them than in Mission institutions.

The Director is not in favour of the State undertaking

ZENANA EDUCATION.

There are several Mission agencies at work both in Madras and in Mofussil towns. The Church of England Zenana Mission has the largest field of operation. From information supplied to me by the managers concerned, I find that in Masulipatam this Mission has 158 families under instruction with 372 pupils, and in Tinnevely 499 families with 578 pupils. In Madras it has nearly 250 families with 350 pupils not under inspection. This Mission has also been successful at Dammagudem and Ellore in the Godavari District, also at Ootacamund. The Wesleyan Mission carries on zenana work in the town of Madras among 70 families containing 106 pupils. The London Mission Society has home educational classes at Coimbatore and Salem. The National Indian Association have opened classes at Coimbatore and it is proposed to open classes at Nellore and Cuddalore as well.

The importance of developing and extending this mode of female education in India cannot be over-estimated. So long as girls are withdrawn from school at an age when their education has scarcely begun, schools alone cannot adequately or sufficiently provide for educating the women of India. The education given in schools therefore unless followed up in the zenanas is in itself comparatively of little value. Much can be done to extend home education if encouragement is given to the National Indian Association by educated natives. A secular agency is needed, for in this realm of activity it is clear the State cannot intrude.

The following remarks appear in the report on

THE MEDICAL EDUCATION OF FEMALES.

Since the year 1884, when the Medical College was first thrown open to female students, 20 pupils have qualified for diplomas. Students that pass out of the college seem to find no difficulty in securing suitable appointments, a fact which indicates the demand there is for qualified female medical practitioners. The Madras Medical College, which has already played a conspicuous part in the promotion of female medical education, is likely to meet this demand as effectively as any other institution in the country; but it seems desirable, on the completion of the Victoria Gaze Hospital, that arrangements should be made, as early as practicable, for training all female students there, excepting those studying for the University degrees. Arrangements may also be made in connection with the hospital for educating female Hospital Assistants and nurses in the vernacular. Until some such measure is adopted to provide for the instruction of females by themselves it is not probable that Hindu or Muhammadan students will enter on the study of Medicine, whilst it is eminently desirable that they should. As it is, the Junior department in the Madras Medical College is not as popular as it should be. The systematic training of female nurses for Mofussil hospitals is a matter of great importance, and might I think be taken up by the Duffarin Association. It is also necessary to increase the supply of female Apothecaries and Hospital Assistants by the offer of a larger number of scholarships. A system of triennial scholarships by Local Boards would answer the purpose well. As things stand at present if a trained female practitioner dies, marries or gives up her profession it is difficult to find a substitute for her immediately. I would add here that the prospect of a useful and highly

honorable career for the women of India which the Medical profession opens out will have a most salutary effect in promoting general education, for it must be admitted that one of the obstacles that beset the progress of female education in India is the absence of a stimulus in the shape of rewards.

TEACHING,—A NOBLE CALLING.*

(Continued from page 165.)

Napoleon Buonaparte once in conversation with a lady on the failure of the then systems of instruction, asked her what she thought was wanting in order that the people should be properly educated; "Mothers" she replied significantly. Napoleon caught at the idea at once, "Here" he said "is the whole secret, mothers must be taught to educate their children." This is the office of the teacher in girls' schools, to train up the mothers of the men that are to be, the men who will govern, and influence the community to which they belong, for evil or for good; men who will be esteemed and respected, or hated and dreaded, or perhaps despised; men who will be either the loving and beloved heads of happy homes, or selfish exacting tyrants. Look on this picture and on this, and say if it is not a noble work to train up mothers that they may be able to train their sons.

Some think that there is no need to teach a mother, that with motherhood comes the maternal instinct, and that a mother will naturally know how to teach her child. True, a certain instinct does come with maternity, but it is an instinct shared with the lower animals, even with the most savage, the protection and care of the young.

There is a finer instinct, too, that shows itself in the average mother, an instinct, if it may be so called, that seeks for the child a greater good than mere growth of the body, or protection from physical harm; but how can a mother teach what she herself has not learned; how can she restrain the passionate outbreaks that may occur in her little nursery, if she has never been taught to govern herself. She may love to deck the bodies of her pretty little ones, and yet leave their hearts and minds untrained, unthought of, and uncared for. Mrs. Barrett Browning says,

Women know

The way to rear up children,
They know a simple, merry tender knack
Of tying sashes, fitting baby shoes,
And stringing pretty words that make no sense
And kissing full sense into empty words.

* Paper read at the meeting of the Association of Teachers on Saturday, February 8th, 1890, by Miss Keely, Superintendent, Doveton Girls' School.

But "tying sashes, and fitting baby shoes" ought not to be all a mother's care, and yet sweet as these little offices are, there are mothers who neglect even these and leave their little darlings to the care of others, while they fritter away their time in amusement or indolence, and lose all the dear joys of their children's baby life; their infantile prattle, their sweet innocent ways, their caresses, are all lavished upon the nurse who gives to them all they know of a mother's care, while she, to whom all these sweetnesses belong, either knows not or cares not what she loses.

There are mothers on the other hand who say they love their children so much that they cannot deny them anything, or bear to part with them even for their good. This weak and foolish indulgence often lays the foundation of much misery. In these cases, the real good of the child is neither aimed at nor probably thought of by the easy mother, who knows no better, and who thinks, if she thinks at all, that it will do no harm to let the little ones have their own way when they are young,—they will have crosses and contradictions enough when they grow older. The children in after years cannot but see the evil, and they can hardly be expected to be grateful for the indulgence which springs from selfishness and love of ease; it is much easier to give a child what it asks, than to divert its attention from what is not good for it. If the mother had been taught the necessity of self-government, of giving up present and trifling ease for a future and lasting good, she would do the best for her children, no matter what pain it might cost herself. Surely such work as this, to educate the mothers, is a noble calling worthy of double honor.

But there is other work for teachers, not less noble, not less exalted. It is not given to all women to be mothers. Is there no other sphere in which a woman may be a blessing to her fellow creatures? Surely there is. Is it only in the life of a wife and mother that a woman can serve her day and generation? A thousand times no; the honoured names of many single women will remain on the records of time, noble examples of benefactors to their race. It would take volumes to show forth all the ways in which the world is indebted to the self-denying and never tiring devotion of unmarried women. Look at the life of heroism of Florence Nightingale, how she devoted herself to soothing and relieving pain, to brightening the sick room and attending with loving care the bed of the wounded, the ill and the dying, work till then deemed unsuitable for those who were neither wives nor mothers. It was her example that made ladies give up their luxurious homes, and take on themselves the arduous occupation of nursing, which of all others requires the most patience, is the hardest work and involves more self-abnegation than perhaps any other. Nor did she limit her efforts to nursing the sick; she did much to better

the condition of the soldiers, to teach the laws of sanitation, and to elevate the working classes. She was indeed a bright example.

A lady with a lamp to stand
In the great history of the land.
A noble type of good
Heroic womanhood.

Other revered names too stand out in the list of noble, unmarried women, teachers of all that is true and great; teachers by precept and example, by authorship of prose and of poetry, in the accents of sweet song. The honored names of Miss May, Miss Buss, Miss Emily Faithful, Miss Wheatley, Miss Anne Beale and Miss Frances Ridley Havergal will never be forgotten. To these may be added the dear friend whose books have been and are such a pleasure and a profit, Miss Yonge. With such as these before our eyes, who can say that unmarried women have not a noble sphere of usefulness, wider, perhaps, and more extended than even that of the mother. Yes, teachers do a great work when they fit girls for such spheres, when they teach them that marriage is not the only aim of their existence, that they may be able by strenuous and continued efforts in well-doing, to make their youth so happy and so useful that even the dreaded name of old maid will not appal them; that when they grow old they will feel that their lives were not wasted that to quote from a popular book they have not lived in vain; nay they may even embellish old maidism with the most winning graces, if like Mary Russell Mitford they take with sweet patience and content the lot that Heaven has marked out for them and accept the blessings with which Heaven consoles man for the loss of youth, for the flight of those

Happy hours

Which lie buried in Love's sweet bowers

before the darker aspects of life, fall shadowlike upon the soul.

This fitting for the life that is to be, whether a married or a single life, whether life among a large family of children, or in a childless and perhaps solitary home, is the teachers' province, and in doing such work they magnify, exalt the noble calling of teacher whether it be carried on professionally in the school and college, in domestic life by example of every day existence, or from the study by books; and when a teacher bids adieu to her youth for ever, if she can feel young again with her pupils, entering into their joys and sorrows, she will be rewarded with their love and confidence, and she will not hesitate to say, though her failures and disappointments may have been many, that here is a noble calling, that she is proud to be a teacher. Her reward awaits her, for she shall receive that which is promised to those who turn many to righteousness; she shall shine as the stars in heaven.

OUGHT GAMES TO BE COMPULSORY?

This question must frequently present itself to Principals of schools, and perhaps still more frequently to Assistant-Masters.

The question may be looked at from many points, and not unfrequently does it happen that an answer which promises to be final arises from the consideration of it from one point of view, until another aspect of the matter gives an answer exactly the opposite of the former, and seemingly as strong.

First of all, it will be universally acknowledged that it is beneficial for boys to engage in games, meaning by games such out-door amusements as serve to develop strength, maintain good health, and give, when heartily indulged in, a feeling of vigour and an increase generally of animal spirits. Such games are Cricket, Football, Lacrosse, and numerous others.

It may be asked why, if such desirable results follow these games, the question of compulsion need be broached at all and why every boy would not willingly and gladly seize every opportunity of indulging in them; but schoolmasters know what it is to see fellows lounging about the schoolrooms, or strolling aimlessly about the playground, while the more energetic members of the community are in the football or the cricket field. Ought these to be made to go and play?

Suppose the answer be given in the affirmative; excuses will rapidly be forthcoming from some that they are not strong enough to share the toil (?) of the game, or more probably they will say that their parents do not wish them to play, for boys are shy in acknowledging an inferiority in physical powers.

Those who are compelled to go will probably join the game in a more or less surly manner, and will certainly take no interest in it, so that they are not likely to derive much benefit from moving gloomily about, nor does the Captain consider them a great addition to his field.

Success in games is of great and growing importance among private schools, and many Principals make the practice of games of almost equal importance with book work.

A school which has a good reputation for sports may almost invariably be looked upon as one in which the health of pupils is well looked after. Well then, would compulsory games increase the success of the team in its matches? I am of opinion that it decidedly would not. As has been said already, those who play upon compulsion only are not likely to become brilliant members of an eleven or a fifteen.

The best way is to get the boys to take real and hearty interest in the games, for their own amusement and health, and for the honour of the school, and this result is best effected by the masters themselves joining in the games and making a point of showing the pupils that it is not only in the schoolroom that they are their superiors. Games are seldom or never brought to perfection in a school where the masters take no interest in them. If a boy knows that he is playing in company with men who understand the game and play it well, he will strive his utmost to earn their good opinion, and when masters take an interest in the games there is no need of compulsion.—*The Private Schoolmaster*.

H. F. T. B.

WRITTEN WORK.

The value of written work is no longer questioned, and if teachers are erring in this direction to-day it is in having too little oral work. The correction of written work puzzles teachers even more than the relative importance of oral and written work. In the olden time teachers were made to feel that they must not only personally inspect, but correct as well, all the mistakes of all the pupils in all the written work. The real value of corrections consists in giving the child a correct form for an incorrect form and then clinching the correct form, sinking it into the automatic.

It pays to make corrections *with* a class. A variety of methods may be employed for this purpose. (1) Pass about among the pupils as they write, and note an error here and give a correct form there. By the time they have finished writing, a large number of the mistakes will have been corrected. (2) Have the pupils read their own work and the work of one another. As they read, the ear of both pupils and teacher will detect many errors. Children need more practice in reading their own writing, as well as the writing of their fellows. (3) Have several of the pupils transfer their written work to the blackboard, and let the class make corrections. (4) Teacher read several papers to the class, and make corrections. Do not attempt to correct all the errors of every lesson. Take one class of mistakes, or those common to the class, and dwell upon them until they are no longer made. Take the matter of punctuation and give it the undivided force of your corrections until the pupils punctuate correctly. Treat capitalization, paragraphing, spelling, penmanship, and correct forms of expression in a similar way. These are the mechanics of written work, and when they become automatic, as they should, the full force of the mind is reserved for the thoughts to be expressed.—W. S. Munroe in the *Boston Journal of Education*.

UNIVERSITY OF MADRAS.

MEETING OF THE SENATE.

The Annual Meeting of the Senate was held in the Senate House on Wednesday, 30th April, when the following Fellows were present:—Sir Arthur Collins, *Kt.*, (in the chair), Rev. Dr. Miller, M.A., C.I.E., the Hon'ble J. Grose, M.A., the Hon'ble Mr. Justice Muthuswami Aiyar, B.L., C.I.E., Mr. H. B. Grigg, M.A., C.I.E., Dr. D. Duncan, M.A., Dr. J. Bradshaw, M.A., Mr. Salem Ramaswami Mudaliar, M.A., Rev. E. Sell, B.D., Rev. J. Cooling, B.A., Dr. E. Thurston, Mr. J. Adam, M.A., The Hon'ble C. Sankara Nayar, B.A., Mr. E. Vijiarungam Mudaliyar, Rai Bahadur P. Ranganadha Mudaliar, M.A., Rev. T. Saththianadan, B.D., Mr. C. M. Barrow, M.A., Dr. W. Wilson, Mr. H. W. Bliss, B.A., Rev. C. Cooper, M.A., Mr. G. H. Stuart, M.A., Brigade-Surgeon C. Sibthorpe, L.K., Q.C.P., Surgeon-Major Drake-Brockman, Dr. A. G. Bourne, Dr. J. R. Henderson, Captain Love, R.E., Mr. M. Seshagiri Sastriar, M.A., Mr. V. Krishnama Chariar, Mr. R. Balajee Row, B.L., Dewan Bahadur Raghunatha Row, Mr. N. R. Pogson, F.R.A.S., C.I.E., Rev. Samuel Gnanamuttu, M.A., Mr. C. W. Thamotharam Pillai, B.A., B.L., Hon'ble Mr. Justice Shephard, Mr. B. Lavery, Brigade-Surgeon A. Porter, M.D., F.R.C.S.I., Hon'ble Mir Humayun Jah Bahadur, Hon'ble Mr. Justice Handley, M.A.

The first business was the adoption of the Syndicate's Report for 1889-90 by the Senate. This was proposed by Mr. Bliss, and seconded by Mr. Thurston. After a short discussion, the Report was adopted.

The next business was the election of the Faculties and their Presidents. The Syndicate here recommended that, for the present year, the several Faculties be constituted as in 1889-90, with the omission of the following names:—

FACULTY OF ARTS.—D. Sinclair Esq., M.A., The Right Rev. E. Sargent, D.D., Bishop, Surgeon-General G. Bidie, M.B., C.I.E., Abdul Gani Khan Bahadur, W. R. Robertson, Esq., M.B.A.C., W. Wilson, Esq., M.B., Surgeon-Major C. J. McNally, M.D.

FACULTY OF LAW.—The Hon. Mr. Justice Kernan, M.A., Q.C.

FACULTY OF MEDICINE.—Surgeon-General G. Bidie, M.B., C.I.E., Surg.-Major C. J. McNally, M.D.

FACULTY OF ENGINEERING.—W. R. Robertson, Esq., M.B.A.C.

Dr. Wilson recommended the adoption of the Syndicate's proposal and Mr. Vijiarungam seconded it. The proposition was carried.

The Senate next elected the Presidents of the Faculties as follows:—

Arts:—M. H. B. Grigg, M.A.

Law:—Mr. Justice Muthuswami Aiyar, B.L., C.I.E.

Medicine:—Brigade-Surgeon A. Porter, M.D., F.R.C.S.I., M.R.I.A.

Engineering:—Mr. N. R. Pogson, F.R.A.S., C.I.E.

123

Next followed the election of the Syndics in the several faculties. On the votes being taken the following were declared the duly elected Syndics for 1890-91:

Arts:—Mr. H. B. Grigg, Rev. Dr. W. Miller, Dr. D. Duncan, Rai Bahadur P. Ranganadham Mudaliar, and the Hon'ble J. Grose.

Law:—Mr. Justice Muthuswami Aiyar.

Medicine:—Surgeon-Major Drake-Brockman.

Engineering:—Captain Love.

Dr. Duncan then proposed on behalf of the Syndicate that, as July was a more suitable time than April for the annual meeting of the Senate, the word "April" in by-law 1, be omitted to insert the word "July." This was seconded by the Rev. Mr. Saththianadan.

Mr. Adam proposed the adjournment of the motion and Mr. Balajee Row seconded it but this proposal was lost. Mr. Stuart then proposed that according to by-law 32 the meeting should proceed to the next business on the agenda paper. Mr. Barrow seconded this, and on its being put to vote it was carried by a large majority.

The next question before the Senate was the recommendation of the Syndicate that the new by-laws relating to the medical examinations, revised by the Faculty of Medicine, be adopted. The most important changes in the revised by-laws are, a more detailed and exhaustive list of the subjects to be studied and the restriction imposing on candidates for the Second L. M. & S. and Second M. B. and C. M. Examinations the completion of a course of qualifying lectures after passing the first examinations respectively, and in the case of the first M. B. and C. M. examinations of having studied for two years after passing the Preliminary Scientific examination. Dr. C. Sibthorpe proposed and Dr. Porter seconded the motion, which on being put to the vote was carried.

It was next proposed and carried that the revised by-laws now passed should come into force on the following dates:—First L. M. and S. in 1892; Second L. M. and S. in 1894; Preliminary Scientific in 1891; First M. B. and C. M. in 1893; Second M. B. and C. M. in 1895.

The next business was the acceptance of the offer of the Balfour Memorial Committee of the amount of Rs. 1,230 to found a medal to be called the Balfour Memorial Medal to be awarded to the female candidate who, in passing the Second L. M. and S. examination, obtains the highest number of marks in Midwifery and Diseases of Women and Children.

The next motion was a proposal of the Syndicate (moved by Capt. Love and seconded by Mr. Pogson) that certain changes be made in the table of subjects for the B. C. E. Degree examination, which provide for the examination of candidates in Branches VII and VIII of the B. C. E. Degree Examinations. This was adopted.

The subject that next occupied the attention of the Senate was the important recommendation of the Senate that by-law 269 (relating to the L. T. Degree) be amended by the following addition to it:—

“Candidates who have passed the written examinations, but who have failed to satisfy the examiners at the practical examination, will be permitted to appear again for the practical examination only, on payment of a fee of ten rupees on each occasion.”

Dr. Duncan having proposed this motion, and Mr. Grigg having seconded it, it was put to vote and carried.

Dr. C. Sibthorpe next proposed that Civil Apothecary G. Rama Row, L.M. & S., of the Medical College, be exempted from the operation of the new by-laws requiring the candidates for M.B. and C.M. Degree Examination to have attended a School of Medicine for two years after passing the Preliminary Scientific and the First M.B. and C.M. Examinations before proceeding to the next higher examination. Dr. Bourne seconded the motion, which was, after considerable discussion, carried.

The Senate then adjourned to a day to be hereafter fixed in the first week in August.

Mr. Adam's proposal to alter by-laws 273 and 277, and Dr. Duncan's amendments thereon are postponed till the meeting of the Senate in August.

The following are Mr. Adam's proposals.

By-law 273. A refusal of an application for affiliation shall contain a statement of the reasons for refusal, and such refusal shall, with the reasons, be submitted for the consideration and orders of the Governor in Council.

By-law 277. Provided always that no college shall be disaffiliated, either wholly or in any optional branch or branches, or reduced from the first to the second grade, without due notice, accompanied by a statement of reasons, being given to the college concerned; and any protest made by such college shall be submitted for the consideration and orders of the Governor in Council.

Dr. D. Duncan's amendments are as follow:—

By-law 273. That between the words “for” and “refusal” the word “such” be inserted. That the words “and such refusal shall, with the reasons, be submitted for the consideration and orders of the Governor in Council” be omitted.

By-law 277. That the proposed addition to by-law 277 be omitted, and that the following changes in the by-law be made instead:—

That the words “changing its course of instruction or” be omitted.

That after the word “ceasing” the words “in the opinion of the Syndicate” be inserted; that the words “may, with the sanction of the Governor of Fort St. George in Council withdraw” be omitted, to insert the words “shall, after giving due notice accompanied by a statement of reasons, recommend to the Governor of Fort St. George in Council the withdrawal of.”

By-law 277 would then read thus:—

“The Syndicate shall once in three years revise the list of affiliated institutions; and in the event of an institution ceasing, in the opinion of the Syndicate, to possess the means of educating up to the prescribed standard, the Syndicate shall, after due notice accompanied by a statement of reasons, recommend to the Governor of Fort St. George in Council the withdrawal of the privilege of affiliation from such institution.”

தமிழ்நாடு ஆவணக்காப்பக நூலகம்,
எழும்பு, சென்னை-600 008.

உவணைத்தாள்.

சே மென் :

ப. எண் :

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