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THE
EDUCATIONAL REVIEW.

A Monthly Record for India.

EDITED BY

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Faculty of Science in the Allahabad University with power to grant degrees. This is undoubtedly one of the very best ways in which the study of Science may be encouraged, and we only hope that the other Indian Universities will follow the example of Allahabad. To obtain this degree candidates will have to show special knowledge of science, and it is just this special knowledge in all departments which needs encouragement in this country. Specialisation is what is most needed in the final degree examinations in this country. In other words Honours' Schools should be established as at Oxford and Cambridge—schools in which students might specialise in any one subject. Even as it is, the Indian Universities might and should do something to encourage the brightest students to proceed to the M. A. Degree, the only Degree in Arts in which specialisation in the true sense of the word is permitted. But in connection with this subject, we cannot do better than call the attention of our readers to the opening Article in *The Educational Review*, on *Post-Graduate Study*, and to the letters we have received from London and Cambridge. In these articles it will be seen how much importance is being attached in England to this question. It is surely time that the same important question were taken up in all seriousness by our Indian Universities. We shall certainly do our very best to keep the question well to the front.

POST-GRADUATE STUDY.

To an *alumnus* of an older English University, perhaps the most striking feature of Indian education is the comparative absence of assistance in and incentive to higher study. This is perhaps partly due to the fact that it was the University of London, that formed the

model on which the Indian Universities were based, partly to the entirely different conditions under which the Universities of Madras and Cambridge, for example, were founded and have grown up. With obvious limitations it might be said that the University of Madras exists for undergraduates; whereas, theoretically at least, the Colleges and University of Cambridge look rather to graduates. For example, St. Peter's, the oldest of the Cambridge Colleges, was expressly founded for a Master and fourteen Fellows, without any mention of Scholars; and even after all the changes of the present century, the legal constitution of each College seems to have regard rather to the Fellows than to the undergraduates. Nor is this unnatural, for a Cambridge College is expressly and above all 'a place of education, religion, *learning and research*.' It needs no words to point out the entirely different conception on which the constitution of the Colleges of India is based. Education, and in some cases religion, may be their aim, but learning and research in the Cambridge sense of the words are not even contemplated. Which conception is truer to the idea of a University need not here be considered. But it may be useful to consider whether to borrow some of the features of the older University, might not be an advantage to the younger. At any rate the fact of the difference of the conceptions is noteworthy.

No doubt it is to no small degree the result of this fact that Indian students are charged so constantly with want of originality and with abandoning study as soon as they have obtained their degree. It is certainly true so far as my short experience goes that most rely too much upon their memory, but in each class which has come under my observation there have been those whose freshness of



mind and interest in various subjects have given promise of valuable research if only opportunity be given them. In an English University such students would obtain fellowships or posts, which would make their bread and their water sure and give them the opportunity and leisure for pursuing 'learning and research.' Here the absence of such provision sweeps them into Government service or the Law-Court. When leisure and opportunity are secured to them, they do work which will bear comparison with that of Europeans similarly situated, in proof of which statement I may refer to Mr. Sundaram Pillai of Trivandrum and Mr. Venkayya of Bangalore, as affording recent examples of most valuable research. How much of the research that has gone to make up the learning of the West is due to the cultured leisure of the *dona* of the Colleges it is impossible to estimate, and in comparing Indian original work with European this must be borne in mind.

The question naturally arises whether nothing can be done to create opportunity and leisure for those who here give promise of assisting in the unfolding of knowledge. The old life-fellowships of Oxford and Cambridge Colleges—the great opportunity of a life of research—are gone from their old homes and could not be reproduced here. It is probably impossible that the Colleges here should establish fellowships even for a limited period. The nearest approach to this institution existing at present would seem to be the Tutorships at the Christian College, and it scarcely seems probable that much more can be done in this way.

But if the Colleges can do little or nothing, could not the University take up the duty of assisting research at the point at which its affiliated Colleges necessarily fail? At

Cambridge in addition to the vast assistance given by the Colleges in their fellowships, the University supplies many incentives to higher study and research. Of the 26 University Studentships, and Scholarships, 22 are given to graduates, or if given to undergraduates, are continued to them for some years after they have taken their degree. For example, there have recently been founded at least five Studentships of £200 a year for a term of years, making provision for research, at Cambridge or elsewhere, in Embryology, Experimental Physics, Greek and other subjects. It is true that these foundations are the gifts of private beneficence. Here in India we have already the Government of India and Gilchrist Scholarships, which in some respects correspond to these Cambridge Studentships, but the difficulties connected with voyages to England combine with other conditions to point to private research rather than to study at some educational centre as the object to be aimed at. If private benevolence be wanting, could not the University of Madras—wealthier far than the University of Oxford or Cambridge if excess of means over requirements be considered—establish at least one fellowship or studentship tenable for a limited period under conditions which would ensure that the holder should devote himself to research?

It may be said that the M. A. studentships given by Government and the Christian College already discharge this function. The work done for the M. A., however, can hardly be called research, except so far as relates to the Dissertation. Any studentship of the kind contemplated would naturally fall usually to one who had passed the M. A. degree. The wide ground covered by the M. A. syllabus would form an excellent starting-point for the

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All contributions, books for review, &c., should be addressed to the Editor, Mysore. Articles and communications intended for publication in the succeeding issue, should, as far as possible, reach the Editor not later than the 20th of the month. The Editor solicits contributions on all subjects of educational interest.

All remittances and communications regarding advertisements should be forwarded to the publishers.

The Educational Review.

IN ISSUING the first number of *The Educational Review*, the Editor takes the opportunity to state the general lines on which that Journal will be conducted. There are many questions connected with the subject of education in India which press for a solution, and which will be usefully served by receiving ample and impartial discussion in the columns of this journal. Among these questions the most important are University Reform, Primary Education, Female Education and Technical Education. The pressing educational needs of India are, in our opinion, connected with these subjects. As regards our Universities, these institutions must be made to approximate more than they do at present with the better type of European Universities. More facilities and inducements must be offered for specialisation and

research. Especially must those departments of human knowledge be encouraged which may be made instrumental in developing the material resources of this country; in other words, the study of science in all its bearings must be stimulated in conjunction with those purely literary studies which now receive an almost exclusive attention. The subject of Primary Education is a great and a momentous question, and one with which the Government has made no serious attempt to cope. There can be no doubt that while the interests of Higher Education in India have in a way, been served, the interests of the masses have been systematically neglected. Much has been done, and rightly, in the way of creating professional classes; some attention should now be paid to the development of the intelligence of those teeming millions on whom mainly depends the prosperity of India. The subject of Female Education will receive special and earnest attention in our columns. The contribution on that subject which appears in our present issue is but the first instalment of a series of articles, which will deal sympathetically and thoroughly with that all-important subject. There can be no true education which educates man to the exclusion of woman, which proportionally degrades woman as it elevates man.

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bold to appeal to the numerous Princes and Native gentlemen of South India who have the interests of the Madras students at heart. We can assure them their generosity will not be misplaced. A recent distinguished visitor from Oxford, the Rev. T. Grose, M. A., Dean of Queen's College, Oxford, who knows the service which the Oxford Union renders to successive generations of students, made a sympathetic allusion to the movement at the Annual Meeting of the Presidency College Literary Society. We can assure our readers that the promoters have not the slightest intention of using the Union for political purposes. The very emphatic statement made by the Honorary Secretary at the Inaugural Meeting last October vouches for this. Neither are the debates to form either the only, or the most important, feature of the Union. When funds are forthcoming, a building, containing several rooms answering different social purposes, will be erected: and last, but not least, the foundation will be laid of such a library and reading-room as will prove worthy of a University Union. We shall always be glad, until the Union can start a Magazine of its own, to give publicity to the proceedings of the Society. We hope to be able on a future occasion, when we have more space at our disposal, to give an account of the formation, working, and objects of the Union.

While on the subject of libraries for University students, we may mention a novel suggestion we have seen to the effect that the Connemara library, located in the new buildings at the Government Central Museum, and now in process of formation, would answer the purpose of a University Library. We

believe the suggestion was meant to be taken seriously, but we must confess to finding considerable difficulty in disposing of the same suggestion seriously; neither are we inclined to think that the University authorities would adopt the suggestion of permitting a free public library to answer the purpose of a University Library, admitting that they are of opinion that a library should form a necessary factor of the University. From any point of view the suggestion seems to us both impossible and impracticable. Is it nothing that the Museum buildings are situated at a considerable distance from either the first grade Colleges or the localities in which are situated the homes of the large majority of the student population? Is it nothing that the greater number of the books taken from the Madras Literary Society, will consist of second rate novels of absolutely no interest or value to University students? Is it nothing that the Connemara library is to be a Public Library where the students will have to take their chance with the public of obtaining such of the few books as they may require? The suggestion seems to admit the responsibility which lies on the University of providing a library worthy of that body. So far, therefore, the suggestion is a satisfactory one; but we prefer not to enlarge on the extent to which the honour and credit of the University would be involved, provided its responsibility in respect to the creation of a University Library was admitted. For our own part, we have no hesitation in emphatically asserting that the responsibility of creating a University Library does rest with the authorities. When the authorities themselves take the same view, we have every confidence that such a library will be created as will be worthy of the high office and

And lastly, as regards Technical Education it is notorious that that subject has received but half-hearted sympathy and niggardly support from those in authority. It is only by means of Technical Education that the great wealth of India will be developed. New knowledge, new appliances, are wanted in a country possessing, as India does, unbounded natural advantages. It is useless to argue that the people show no inclination for this new knowledge in face of the fact that the Government gives that subject but a fraction of the attention and support which it receives in other civilised countries. All these questions, among others which will deal with subjects of education and improved methods of teaching them, will find a place from time to time in our columns. It will be our earnest endeavour to make the *Review* of special value to teachers, while the interests of students will by no means be overlooked. We trust that the literary character and the variety of the articles which we shall always endeavour to make the main features of the *Review*, will commend themselves to the favour of those of the general public who are interested in the working out of the great problem of education in India. The sympathy which has already been elicited from representative gentlemen in all parts of India, and which finds full and practical expression in our very first issue, is a good augury for the future of the *Educational Review*.

* * * * *

For some time past there has been a growing feeling among the students attending the Colleges in Madras that their interests as students would be furthered if there existed in Madras a Society answering the purposes of either the Oxford or Cam-

bridge Union. This feeling has resulted in the formation of the Madras University Students' Union. Great credit is due to those students who have surmounted the many initial difficulties which made the task of starting the Union a by no means easy one. The movement is doubtless in the right direction, and if it succeeds it will form what we trust will be the first of a series of links giving cohesion to the different Colleges of Madras—Colleges which now exist as separate and distinct units. A large measure of success has already attended the movement in spite of the very modest beginning which its promoters have made. Funds, however, are absolutely necessary if the movement is ever to pass beyond the incipient stage. At present the Union has no building of its own nor even sufficient funds at its disposal to hire a suitable habitation. We may mention that a similar Society is in existence in Calcutta, where the generosity of friends and of the Government has placed the finances of the Society on a satisfactory basis. The Calcutta Society for the Higher Training of Young Men aims at being a "Union," secondly, an Athletic club, and lastly a means of supervising the life and conduct of the students. In other words, its general aim is to supply those necessary factors which go to complete a man's education, but which an examining University is powerless to give. The Viceroy has subscribed Rs. 5,000, while the Maharaj-Kumar Binaya Krishna has promised the princely sum of Rs. 15,000. The Government of Bengal not only has given the Society the use of a building, but it also gives a grant of Rs. 100 a month. The Society has as its organ, the "Calcutta University Magazine"—a very creditable production. With such a precedent we would make

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aspirations of the Madras University—a library which will be of real service in helping students to prosecute their studies, and not a library of which a large number of the books will consist of novels giving a distorted view of European society. There are novels and novels, and just as willingly as we would acknowledge the indebtedness of mankind to many of the best standard novels, so we would as unhesitatingly condemn placing before our Indian students the unpalatable food contained in the larger number of the second and third rate novels which abound at the present day.

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Compulsory Education in India.

It may be news to many of our readers to know that the experiment of Compulsory Education is being tried on a small scale in the State of Baroda. The Amreli Mahal has been chosen as the scene of operations, and considerable success has attended so far the carrying out of the scheme. This is the more noteworthy when it is remembered that Amreli is "most backward in education, poor in means, and habited by turbulent races." Seventeen schools in nine villages and in the town of Amreli have been set apart for the purposes of the scheme. In these nine villages and in Amreli there are 2820 children who come under the provisions of the Compulsory Education Law. Of these, 1758 children, or 77.5 per cent. of the total number, have already entered the schools set apart for them. The town of Amreli is by far the greatest offender, for out of the remaining 562 who are not attending school no less than 540 belong to that town. On the face of it, these are remarkable figures and show that the people are not slow to avail themselves of the educational advantages offered to their children by H. H. the Maharajah Sahib.

It is scarcely, however, an open question whether education can be made compulsory throughout India with its old traditions, its extended territories, and teeming population. The difficulties of enforcing education in India are so great that we may be certain that the attempt will not be seriously made on any large scale for some time to come. None the less the experiment which is now being tried in Baroda is an extremely interesting one, if only as an indication of the firm hold Western ideas are taking on the enlightened classes of this country. Perhaps the only country where compulsory education is an undoubted success is Germany. England, for the last twenty years, has been engaged in a similar attempt, but unqualified success has not been the result. As long as the world lasts there will be both necessitous and unprincipled parents who will endeavour to evade compliance with the law that makes education for their children compulsory. Such parents are to be found in England as everywhere; and neither is there wanting in England a class of magistrates who throw every obstacle in the way of the officers who are appointed to see that the provisions of the Act are carried out. In America, where education is nominally enforced by law, compulsory education is practically a dead letter. We shall follow the working of the experiment now being tried in the godhead little State of Baroda with great interest, and we wish that State every success in this unique experiment.

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Apropos of the article on the "Study of Science in India" which appears in our columns, we

Degrees in Science.

are glad to see that the Government has sanctioned the creation of a

the College must consider the personal equation as the one of the greatest importance. Where character and natural disposition are wanting, no amount of instruction, no amount of equipment avail. The students at the College are not children. They are young men who come to the College to be instructed, not educated. The responsibility lies chiefly with them, and if they choose to apply themselves they will find, as many do, that they have many advantages offered to them at a very small cost. But it is not the duty of the Staff to drive them, as no doubt they were driven at school. At the same time, they must be prepared for the difficulty of acquiring a set of ideas new to them, the ideas of application of theories, and this, no doubt, is hard; the bent to theorize is as strong in them as their desire for breath, and this is the chief difficulty to be overcome both by themselves and by their instructors. Space does not admit of a description of the means employed at the College to overcome this difficulty; but a reference to the College Calendar will show how ample these are, and, no doubt, with the advent of the next generation or two, ideas which are strange now will then carry familiar shapes.

ALPHA.

FROUDE AS A HISTORIAN.

The obituary critics do not appear to have been particularly generous to the late Professor Froude. Not that they have neglected to say a number of highly complimentary things about him; but the all-important note of praise which some of us might have looked for has been lacking. Their verdict reminds one of a celebrated description of the Irish. It ran somewhat in this way: 'The Irish are the most charming and accomplished people in the world, but unfortunately they have one slight

defect; they have no notion of speaking the truth.' And so the critics are all ready to allow Mr. Froude any number of brilliant gifts, but with one consent they practically refuse to take him seriously. They mean well and kindly. 'Froude is dead,' they seem to have reflected, '*De Mortuis*, &c. His work is weighed in the balance and found wanting: nevertheless, he was amongst the foremost of English men of letters; let us say what we can in his favour.' And so one points out that he wrote good English, a second that he was a vivid word-painter, a third that he was a very patriotic Englishman, and a fourth that he hated democracy.

So write the newspapers, merely giving expression to a general verdict, which in the vague public mind had gone out against Froude long ago. Unanimously they have said what we all knew they would say. Nevertheless, is the estimate sufficient? Is it even, proximately just? Is it not probable that the process must be reversed; and that the future critic will remember Froude's excellences first, and, if necessary, lay his finger on the limitations afterwards?

As a man of letters, no sane critic will hesitate to assign to Froude a very high rank amongst the prose writers of the nineteenth century. Not to speak of his great work, his History of England, his essays are as likely to live as any collection of similar literary writings. In some respects they remind us of the essays of that other historian to whom the epithet 'brilliant' is so appropriately applied. Froude's style bears a certain resemblance to Macaulay's. It is Macaulay, without Macaulay's rhetorical artificiality, without Macaulay's metallic ring. But the fount of thought and feeling from which Froude drew, was deeper and purer than any to which Macaulay

had access. Froude's thought, especially his ethical thought, is practically Carlyle—Carlyle without those peculiar features which still render him unpalatable to many readers; Carlyle without the mysticism of his earlier writings, without the fiery scorn and fierce dogmatism of his later books. Master and disciple both mean much the same; but in the master's case, the teaching is conveyed in Sinai thunder and vials of apocalyptic wrath; in the disciple's, with an urbanity which is only heightened by a play of keen and delicate irony.

A beautiful style; and yet so unpretending, so free from apparent art or rhetoric, that only a close examination will reveal how admirable it all is! Froude is one of those few highly favoured writers who are *always* interesting. Whatever his subject, he is always delightful reading. He touches nothing which he does not adorn. Matthew Arnold of recent writers possessed this gift; but how few others! It may be a minor quality, this gift of *interestingness*; none the less it is perhaps essential to immortality, and 'Dryasdust,' snarling at 'style' in a serious writer—as is sometimes the way of him—is perhaps painfully conscious of the fact.

Judged by a purely literary standard Froude cannot fail to come off triumphant. But this is not the verdict which he himself would have courted. He inherited too much of his master's spirit to set any great store by a success which was purely literary. He was a student of history, and he set himself to interpret history. That was his life's work. How are we to judge it? Is Froude to be numbered amongst the great historians, or is he not? This is the main question; and it is unfortunately much more difficult to answer now-a-days than it would have been half a century ago. For we now seem to be in the wildest confusion as to what does and what does not

constitute a great history or a great historian. Must the great historian be a great *artist*? or must he be a great philosopher, or a great scientist? or is he not simply a skilful and laborious collector of materials for the philosopher and scientist to work upon?

If, as certain confident apostles of 'scientific radicalism' have been of late so vehemently prophesying;—"if History can never be aught but a catalogue of facts rehearsed in more or less pleasing language, until these facts are seen to fall into sequences which can be briefly resumed in scientific formulæ"—why, then we must not think of Froude as a great historian, or even as a historian at all. Victorious science will sweep the ground clear of him, and will assign his numerous volumes to library shelves labelled 'Fiction and Belles Lettres.' Froude, the 'merely literary historian,' will go in a 'goodly company'—with Thucydides and Tacitus and Gibbon, amongst others, 'mere literary historians,' all three. Nay, many will be condemned who never pleaded guilty to that gift so fatal, as we must believe, in a historian, literary genius. 'Dryasdust' will be driven out ineffectually protesting, for 'Dryasdust' too is deficient in 'formulæ.' All manner of erudite persons must be pronounced unprofitable servants—for lack of the 'sequences' and the 'formulæ'—constitutional historians, social historians, economical historians. Over some few of them science may shed a sympathetic tear or two, but their doom is inevitable. 'Science,' we learn, 'has yet to do pioneer's work in the field of historical method.' As yet the ground is not so much as cleared. The most scientifically-minded of present historians, if we are to trust Mr. Karl Pearson, are little better than bunglers. They may start with the best intentions; their introductions may be couched in the most approved

Darwinian phraseology, but alas! in about the second chapter they are clearly convicted of writing mere literature.

This will be amended some day, no doubt. When science has quite settled upon the formulæ which satisfactorily describe the laws regulating the conduct of ant and wasp communities, she will perhaps be ready to turn her attention to the somewhat more complex communities of humanity, of which the individuals have hitherto suffered under the strange delusion that they were to some extent masters of their own fate, makers of their own history. The delusion will vanish, the formulæ will be applied, past facts will be tabulated in scientific sequences, and future facts with absolute certainty will be foretold. But science unfortunately is not quite ready yet; perhaps she never will be ready.

Froude certainly had no formulæ. He disbelieved as thoroughly in the possibility of applying any 'scientific method' to human history, as Carlyle had disbelieved in the doctrine that history was 'Philosophy teaching by experience.' Consistently, too, he scrupulously avoided the use of that semi-scientific phraseology which has become the fashion with modern writers of history, the phraseology which seems to promise so much and which fulfils so little. He set himself to trace the growth, development, or 'evolution' of no institution, social, religious, or political. He framed no theories to account for, explain, or 'describe by shorthand' the march of civilisation in any race or people. What, then, is his peculiar characteristic as an historian?

Briefly, he is a great artist; an artist, not in the vulgar sense in which the function of Art is merely to provide more or less intellectual amusement; an artist, not in the pseudo-aesthetic sense of those who prate about 'Art

for Art's sake,' which would sacrifice meaning and truth to external dexterity of execution, and the attainment of what are called 'effects'; but an artist in that highest sense which regards the artist as one who can see into the reality of things and understand their meaning better than other men, and, who is able to represent visibly what he has seen.

This or nothing is the standard by which Froude's work must be judged. He has attempted to portray certain isolated occurrences in human history. The question for the critic is not, is the picture accurate in every detail? but, is it true in the main; true in the spirit of it? For thus only ought any work of art to be regarded.

From this point of view let us look for a moment at Froude's greatest work, the work which encountered such violent opposition when it appeared, and which now after forty years is still regarded with suspicion, but which is still widely read, and still holds the field without a rival in that period of English history of which it treats.

There is a current impression that Froude's History of England in the Sixteenth Century, is a very ingenious but monstrous piece of special pleading, a gigantic effort in Carlylean 'whitewashing.' Froude, it seems to be imagined, inspired by Carlyle, deliberately looked out for a 'hero' to 'worship'—the more unlikely the hero the better for the purpose—and found him in Henry VIII.

No explanation could well be more inadequate. It is perfectly true that Carlyle inspired Froude, then and to the last. He himself admits it, and few things could well be more touching than the account he gives of the spirit in which his History was written:—"The practice of submission to the authority of one whom one recognises as greater than

one's self outweighs the chance of occasional mistake. If I wrote anything, I fancied myself writing it to him, reflecting at each word on what he would think of it, as a check on affectation." It is true that Froude accepted Carlyle's doctrine of hero-worship, and it distinctly colours all that he has written. But the doctrine of hero-worship as Froude understood it, and as Carlyle really meant it, is little more than an emphatic reiteration of the old Biblical maxim, 'Men do not gather grapes of thorns, nor figs of thistles.' Hero-worship, however, is far from being the dominant note in Froude's History. 'We have indeed many heroic figures depicted there, Henry himself, Cromwell, Cranmer, Latimer, the Regent Murray and Cecil; but the most important contribution of Carlylean teaching to Froude's book, is the view in which the Reformation is throughout regarded. Froude learnt from Carlyle to look upon the Reformation as 'an infinitely blessed Revolution,' as the most important achievement in modern history. It was natural that he should direct his studies towards the era of the Reformation. His early teachers and friends had been the most prominent of those, who, while contiguating members of the Reformed Church of England, had slighted or condemned the Reformation, or who had at best regarded it as 'the bad setting of a broken limb.' Froude from Carlyle learnt to believe that his early view had been fatally wrong; that the truth lay in exactly the opposite direction. Viewing the Reformation from Carlyle's stand-point, he sets to work on his History of England. He lays claim to no impartiality on such a matter; he thought impartiality is possible only to the contemptuous indifference of materialistic scepticism. Again, Froude naturally turns to England in describing the Reformation, because it was

England that finally decided whether the Reformation was to succeed as an accomplished fact or no; because in English History more than in any other, the real meaning of the Reformation and of its work for humanity is clearly apparent. Froude's History opens with the fall of Wolsey and closes with the defeat of the Spanish Armada. The first incident marks the point at which England definitely entered upon the great Reformation struggle and cast her weight into the anti-papal scale. The second marks the point at which the battle was decisively won, for England and for the world. Froude's History might thus be fittingly entitled the 'History of the Reformation in England,' for the Reformation rather than anything else is its theme.

But there is another aspect of the English Reformation which Froude emphasises. The Reformation, he contends, was worked out more successfully and with less cost of blood in England than elsewhere. At bottom, there as everywhere, was a spiritual and a moral movement which identified itself in England with the national life, with national aspirations, and which bore fruit in great national results. It gave England her great Elizabethan era; it gave her her political and intellectual freedom; it gave her her colonial expansion and imperial development. In England the real and permanent meaning of the Reformation is less concealed than elsewhere by its passing, ephemeral phases. Ecclesiastical rites and theological dogmas play, after all, but a secondary part. The Protestant martyrs in England are not theologians. For a time foreign divines bring over from the continent their theological controversies and dogmatism; but the foreign divines with their Genevan formulas withdrew in haste before the terrors of the Marian persecution. The English martyrs

THE COLLEGE OF ENGINEERING, MADRAS.

In 1794, just one hundred years ago, a school for Surveyors was opened in Madras. It was probably nowhere foreseen, it was probably hardly anywhere imagined at that time, to what extent the higher branches of Engineering would be developed all over the world. To sketch the progress of this development is not our present purpose; nor do we propose to touch upon the means by which it has been, and is being effected in India. We wish now very briefly to examine the existing College of Engineering from one or two aspects which appear deserving of attention; and we will leave it to the College Calendar to show how far the present Institution, born from the old Survey School, has kept pace, in its own development, with that going on in the engineering world around it, and to what extent it can meet the demands which are at the present being made on it.

Up to quite lately the Institution had gone under the name of the "Civil Engineering College;" but a few years ago it was felt that with this nomenclature the College laboured under some disadvantage. Civil Engineering proper was, no doubt, the profession to which by far the greater number of the students was likely to turn, but a growing necessity came to be felt for the local supply of men who could at once be employed in the mechanical branches of the profession. A general remodelling therefore took place, and the course of instruction was so arranged as to fit men for either Civil or Mechanical Engineering, according as they might choose which branch they intended to follow. Another very important change was made, namely, the institution of a course for Engineer students distinct

from that laid down for Engineer subordinate students, for Draughtsmen and for Surveyors. It is in the establishment of this Engineer course that the chief change is to be seen and it is on this that the reputation of the College will principally depend. No doubt the Madras Government is wise in laying great stress, in its annual review Order, on the results obtained by the other classes, but it is the Engineer class that will have to bear the brunt of comparison with similar institutions not only in India but in England and elsewhere. We think that if the Madras Government really and practically takes the interests of the College more to heart, it will, while doing a good deal now, give further proof to show that it is to the Engineer classes that it looks chiefly for the continued success of the College.

Any change at present can of course be but slow; but to attract graduates, who have done well in University Examinations for degrees to the Engineer course, is the object that should be kept steadily in view. There is an idea in some quarters that, speaking generally, the College has not perhaps so far attracted the best men; but as time goes on we hope that the best talent available will be drawn to it.

The theoretical course laid down for the Engineer classes is undoubtedly an advanced one, more so perhaps than is the case in any other similar institution in India and quite equal, we imagine, to any that has to be undertaken by Engineer students in England. We have heard objections made to the course on the ground of its being too advanced, but, with good opportunities of judging from more than one point of view, we do not think these objections carry much weight. Of course were there reason to believe that in the instruction given

too much attention was being paid to theory proper as against its application to practice, and as against practice itself, then the objections would hold to a great extent. But it is here that the strength of the College lies, and we desire most particularly to emphasize this point, viz., that, almost without exception, no theory is advanced which the student cannot himself apply to practice, and in many cases actually see put into practice. For applications of theory to practice the College equipment is well adapted with its workshops, laboratories, and extensive collection of models. For actual practice the Engineer students have a two years' practical course in Workshops and on works in extension of their three years' theoretical work at the College itself, during which three years, too, much time is spent in the Workshops at the College, many works are visited, and much field-work is done.

Let us now touch upon the questions how, with all the advantages offered to him, does the average student acquit himself, what are the opinions often formed of him, and how in many cases perhaps might such opinions be modified; and we wish it to be understood that the following remarks apply to all the College students and not to one particular class only. In the first place the College Examiners step forward and record many lamentable failures. They are surprised that this can be. They allow for want of ability in many cases. They make recommendations, as a rule to the point, with regard to particulars to be enforced by the Staff during the course of instruction. They conclude their report, and their business is done. Now it is to be borne in mind that the examinations of all the classes in any subject take place at the conclusion of the theoretical course on that subject. All that the student can reasonably be expected to

have acquired is a knowledge of the theory of that subject illustrated by practical examples. It has, however, been noticed on some occasions that there has been a tendency to set papers implying in the mind of the Examiners the idea that the students have to be examined in practice with a little theory thrown in. This tendency is natural, the Examiners being almost invariably practical men, busy with their work day by day, and not accustomed to approach matters academically. This tendency should however be guarded against. Again, the tendency in some cases to set a paper, to examine the answers, and then to think that all the requirements of the case have been met, is one not to be lost sight of. For this much is not enough; all the circumstances of the Examination should first be thoroughly appreciated, and a good idea of the course of instruction acquired. Next we come to the Engineer under whom the student is first employed, after his course of instruction has been fully completed, and his remark sometimes is, "This man is full of theory, but he will be of no use till he learns his work." Here the mistake may be made of looking on the student as an experienced engineer, of treating him without sympathy, of disgusting him with what he has been taught, of making him consider that all he has learnt can have no practical application, and of making him say in his heart, "The College has done little for me. I must unlearn and learn again." Not a few failures may, we think, be traced to this cause; and it is incumbent on all Engineers to treat these students sympathetically, to ever hold up to them the fact that it is only through sound theory that advanced and successful practice can result, and not to nip the idea of the value of theory in the very bud. Thirdly and lastly, all criticisms of

were a few great men, the noblest of whom is Latimer—far more of a moralist than a divine—and a host of simple people, to whom abstruse metaphysical conceptions of the Universe could have been nothing, but to whom the eternal distinction between right and wrong, between truth and falsehood, was very real indeed.

Froude's History of the Reformation, then, is not ecclesiastical. Following Carlyle he thought that the permanent features of the Reformation were not theological. The Reformation was at bottom not a question of rites and liturgies, 'five points' and surplices; it was a question of ethics, and the political, social and intellectual fruits which have grown from it, have their roots essentially in morality.

From this point of view Froude has painted for us the English Reformation. 'Is the picture a true one? As to whether it is accurate in every detail, as to whether or no many of its conclusions may not have to be modified or even reversed, the present writer is incompetent to decide. This at any rate seems certain. The picture is a possible picture. If the thing were not so, it might very well have been so. There is nothing in it 'inconsistent with the universal laws of human nature.' And this is in itself much. In writing the history of men and deeds long past, the mere weighing of evidence, as Froude tells us, can seldom enable us to get at the truth. The evidence is seldom sufficient, and it can never be entirely trusted. The historian is perforce driven to rely 'largely upon what he conceives to be likely or unlikely.' Men and women in histories must be represented as acting in much the same manner as we see them acting now. For the historian 'miracles do not happen'—or ought not to happen. The picture, that is to say, must be life-like.

Now it cannot be denied that Froude's picture of the English Reformation and of the *dramatis personæ* who figured in it, is true enough to life—artistically true. His men and women are breathing creatures of flesh and blood. They pass across the stage, not as shadows, or personified abstractions, symbolising 'forces,' 'tendencies,' which go to make up a theory; but as human beings whom we may in some sort understand and sympathise with. And in this Froude's book is a great work of art. Froude possesses in no small measure that representative power which he himself admired so much in others, in Thucydides, in Tacitus, and, most of all, in Carlyle; that gift, 'to bring dead things and dead people actually back to life; to make the past once more present.' Incident after incident bears the unmistakable impress of reality, of faithfulness to human nature as we know it. One might illustrate this in many ways, had one time. One might cite the noble picture of the Regent Murray, or of Bishop Latimer, 'perhaps the greatest man then living;' but it may be most to the purpose to call to mind Froude's portrait of the deadliest foe of that Reformation, for which his book is practically an apology. The study of Mary Tudor, paradoxical as it may seem, is instinct with dramatic sympathy; sympathy, not with her opinions or her creed, far less with her horrible misdeeds; but sympathy with the wretched woman's nature, which the creed, the opinions affected so fatally. The study of the last days of Mary Tudor is perhaps one of the most pathetic things in historical literature;—Mary with the work she had set her hand to accomplish, with the Papal supremacy restored in England, with heresy apparently crushed, and heretics perishing in the flames,—with her life's work done, and yet a failure: detested, friend-

less, solitary, miserable, still looking for peace where there was no peace, and gazing, so vainly for consolation up to the false roof of her creed painted to imitate and shut out the sky. It is not pity only, which we feel for Mary. Froude enforces respect; respect for the woman who burned Hugh Latimer, and who strove to arrest the progress of an 'infinitely blessed revolution.' Surely this is something for a 'partisan' writer to do!

Studies of this sort of which the study of Queen Mary is but one, may not be great history—if great history is nothing more than the successful application of scientific formulæ to human phenomena; but it is great literature, one might even say great poetry. But if History be at bottom an Art, that is, in the highest sense *true* portraiture of actual fact, then, if Froude has not painted the Reformation as it was, we have yet to wait for the true picture, and we shall in all probability have to wait long. After all, genius sees deeper and more clearly than the profoundest erudition without genius; and genius Froude undoubtedly possessed. Perhaps it may not be too rash to prophesy that, while it may be necessary in the future to edit Froude's history, as scholars have edited and re-edited Gibbon, to correct inaccuracies and modify hasty conclusions, the book will yet take its place amongst those two or three historical works which can never be superseded.

MARK HUNTER.

THE STUDY OF SCIENCE IN INDIA.

Perhaps the happiest definition of Science which can be given, is "the Unification of

Knowledge," by which is meant the setting in the right relation to one another, and harmonising of all the facts and phenomena, physical, mental and moral, which are to be found in the Universe. It is a definition which shows itself more and more apposite every day; for, to those who are watching the rapid advance that scientific knowledge is making in our time, nothing is more striking and significant than the unfolding of 'an apparent harmony and union between phenomena that appear at first sight utterly unconnected. As the veil is lifting, we are finding that Nature is not a collection of isolated facts, but one organic system, with one heart and one principle. Everything has some bearing on everything else. Nothing stands alone. Nature is one. For example, if we turn to the Physical world, we remember that the work of the last decade has revealed the fact that the great physical forces, Heat and Light, Magnetism and Electricity, are not separate and distinct, are not merely allied, but that they are one,—simple varieties of one and the same force. Heat and Light are Electricity. In the world of Biology and Geology we have learnt that in all probability all the varieties and complexities of the organic and inorganic world are but different branches or stages of one great scheme, all evolved from the same source, and bowing before the same law. The spectroscope has revealed to us the fact that the elements that compose our planet are the same as those that compose the sun, moon and stars. It is the same wherever we turn; the trend of science is everywhere towards unity. Man is beginning to piece together his fragments of knowledge and to find that they form one picture. At present there are many awkward gaps and many pieces that look as if they ought to belong to another picture; but as

more intimate research, which a holder of a studentship would pursue, just as the studentships at Cambridge are given usually to those who have done most brilliantly, in the Tripos Examinations, which correspond to the M. A. Examinations here.

But even if it be said that such a foundation must wait till the M. A. has established itself more thoroughly as the Honours Examination of the University, and that at present nothing more can be done to assist a student to devote himself *wholly* to study and research, could not some incentives be offered to research among those large numbers of graduates who could spare only part of their time for study? To turn to Cambridge once more. That University offers to graduates three prizes at least on the results of special examinations and seventeen prizes for Essays requiring original research, in some cases the competitors being allowed to choose their own subject either absolutely or out of a long list drawn up officially. These prizes vary in value up to £100. The effect is that in every important branch of knowledge, such as History, Mathematics, and Astronomy, almost every year, apart from all the dissertations required for the various degrees, a certain number of graduates are engaged in research with a view to an original dissertation. Surely it would be possible for our University to do something in this direction. At any rate the conditions of the one prize it offers *at all* similar to those here referred to, that founded by the Government of Madras to encourage the study of Palæography, might with advantage be made a little more practical. The encouragement of research in individuals in the ways pointed out is not beyond the resources of the University, and would seem to be desirable, and would be a legitimate extension of its present work.

Turning to another side of the subject it might be asked if it is impossible to provide instruction for graduates by means of classes or courses of lectures. There are no doubt many obstacles in the way of such work. Probably the chief is the want of leisure which prevents the Professors of our Colleges and other competent lecturers from doing in this way what they otherwise would. The series of lectures arranged by the Presidency College Literary Society, is a step in the right direction; but the zealous endeavours of its Secretaries to secure courses have failed from the cause given above, and while single unconnected lectures may stimulate interest in a subject, it is only with a *course* that we can associate even the idea of *study*. But even to attend a course of lectures on connected subjects could scarcely be called real study. There must be reading and research outside the lecture-room. It is rather the *class* than the *lecture* that is associated with study, and, after all the class-work done by students in their undergraduate course, it is scarcely surprising to find that graduates shrink somewhat from a class. But this natural feeling will not prevent real students from putting themselves under the guidance of capable teachers. Probably the most hopeful line of higher teaching would be a combination of the Lecture and the Class, such as marks the University Extension Movement in England. It is found in connexion with that movement that while many press to the lecture which occupies the first hour, only a few have the leisure or opportunity to prepare sufficiently for the class which is held by the lecturer in the second hour which he weekly devotes to the centre. On these lines probably good work might be done among the graduates of Madras and other

academic centres, the lecture attracting an encouraging audience of those who merely seek wider culture, the class assisting those who are really anxious to study the subject of the course. Enquiries are on foot at present in Madras with a view to discover whether among the graduates resident in the city there is sufficient desire for such study to justify private experiment being made on these lines. But such work should not be left to private individuals or to College Societies. It would naturally fall to the University to provide such higher instruction. There is no single College which could undertake even classes for M. A., still less maintain Professorial instruction in higher subjects. But the University, if it is to be worthy of its name, ought to keep before itself both these objects. A merely examining University is fast becoming an anachronism, and one which scarcely considers anything but Pass degrees cannot hope to be treated on equal terms by such centres of research as Cambridge or Berlin. Such provision of higher instruction by the University is perhaps not practicable at present. But it ought not to be lost sight of as an urgent necessity in the immediate future. It will be said that Rome was not built in a day, and that we cannot expect an Indian University to overtake the older English Universities all at once. But so far from gaining upon them, every year finds the Indian Universities falling farther and farther behind in this matter of research, and apparently becoming more sunk in contentment that for higher study its graduates should have only an English University to look to. The immense strides taken of late years by the English Universities, the attention they are now giving to the providing of assistance not only to their own graduates but to those of other Uni-

versities to pursue their researches—a movement to which the name Post-Graduate Study is specially applied—would seem to urge other Universities to take some steps, however inadequate, to promote research in generous emulation. And higher study and research in India have unique opportunities and claims. Is this age of transition to pass away unstudied? Are the natives of this country to be left without assistance or guidance in the investigation of the rapidly crumbling monuments and customs of their past? One would think that our Indian Universities would strain all their resources to encourage research in these golden days of opportunity ere it be too late.

But whether the Universities or Colleges or individual teachers rise to the occasion or not, it is to be hoped that graduates themselves will do all that lies in their power to build a structure of real learning upon the foundation of their College instruction. The Indian system of Education makes it all the more imperative that real study should be undertaken by the student after graduation, if he is to deserve the name of an educated or cultured man. Often not till the text-book and the teacher's notes are done with does true study begin. The silly sneer that Indian students study only with a view to the market value of a degree will be rendered impossible by the growth of a class of graduates who turn their attention, even if it be only in an occasional hour of leisure from a daily occupation, to research or higher study. And if this Journal can from time to time guide the studies of such students or assist them with advice, it will do a work of the utmost utility to the cause of sound learning.

F. W. KELLET.

time goes on we cannot but feel that these gaps will be filled, and these discords harmonised. What we want now is more information, systematic collection of facts, and observation of phenomena, in order that these gaps may be filled, and this unity more clearly demonstrated.

Now, if India is not helping in this work, if she is supplying no additional information, and is offering no aid towards the consummation of this unity, her claim to be regarded as in any sense a scientific country, is null and void. No matter how assiduously her students may devote themselves to studying the science course of their University curriculum; if it all end there, it is nothing. But need it end there? What country could offer greater facilities for scientific research than India? Here is a country teeming with animal and plant life; but the systematic biology of India is still in a nebulous condition. Why are no students devoting themselves to collecting, and collating, and studying the plants of their districts, or the insects that abound within their walls? It would be hard, too, to find a country better suited than India with her clear atmosphere and cloudless skies for the study of the stars or of other atmospheric phenomena. In these ways, and in a thousand others we might be advancing the cause of knowledge. But we can scarcely be said to have begun yet.

It is perfectly true that "Nature never did betray the heart that loved her," but it is equally true that she never will unfold her secrets to the heart that does not love her. She is an imperious lover that will brook no rival in the field, and will only be won when we have learnt to love her for what she is, not for what she gives. In other words, as long as she is treated merely as a stepping-stone

to academic honours or government employment, so long will she keep her secrets hidden: her charm will be unfelt, and her beauty unseen. And we shall begin to understand what science is, and to take our part in the progress of knowledge, only when we have learnt to devote ourselves to her study with something of the zeal and purity of motive of an ascetic, feeling that we shall be amply repaid by fathoming one more mystery, or by being allowed

To look with feelings of fraternal love
Upon the unassuming things that hold
A silent station in this beauteous world.

As to how the right spirit of scientific study may best be engendered or stimulated, is a question which it is far from easy to answer; the most we can do is to throw out a vague suggestion or two. One is indeed almost tempted to believe that this spirit, like all other spirits, *nascitur, non fit*; that if it does not already exist, no amount of stimulus can produce it. But this comfortless doctrine is at worst only half true. If we can prepare for it a proper and congenial atmosphere, if we can rise to the right level of research, fairly understanding the magnitude and dignity of the task before us and resolving to yield a sacred devotion to Truth at all costs, then it will surely not be long before this spirit find in our midst a local habitation and a name.

It is of course absolutely necessary that we have in our science colleges first-class laboratories fitted up with the apparatus necessary for the study of science in its various branches. The most enlightened workman cannot work without tools. We also want first-class professors who can show us where the lines are along which we can advance. Prizes, medals, or other honours might be offered by Government for any contribution to science in the

way of original work, monographs, &c. All these are however but the tools that are to be put into our hands. Laboratories, lectures, degrees are nothing, if they do not reflect or encourage the true scientific spirit, which is above emolument or show. Another fertile source of profit would be to have in our large centres scientific societies where the latest developments may be discussed and where the knowledge gained at college may be supplemented, encouragement given to the local study of Geology, or Zoology, the collection of herbaria, the registering of meteorological phenomena, and so on. These, properly managed, would be not only profitable, but interesting beyond the dreams of romance. We might hope, too, that from these or kindred sources, the nucleus of an Indian Royal Society or an association like the British Association might be formed, destined to play an important part in the future scientific life of India. And finally, by means of corresponding members, touch should be kept with other scientific societies in Europe and elsewhere, so that we might know exactly what is going on in the other parts of the world. If the will is present, in these or other ways the way will be found.

R. H. INGRAM, B.Sc.

FEMALE EDUCATION IN INDIA.

The establishment of British supremacy in India has opened a new chapter in our history. Along with other benefits, it has conferred on us the inestimable boon of a liberal education on Western methods. A study of Western science and Western literature has revealed to us the backward condition in which we now are, physically, morally, mentally and materially, as compared with other modern civilised

nations, and has also created in us a hope that by following in the footsteps of our rulers we may yet succeed in recovering lost ground and rising in the scale of nations. To attain this end we feel that it is absolutely necessary to reform our homes and our society; that, as the real progress of our society will depend upon the physical, moral and mental development of all its members, we should not rest satisfied with a sound system of public education for our boys only, but that it is our bounden duty to pay special attention to the proper education of our girls also. Every educated Hindu feels that, under the influence of British culture, as he advances farther and farther in his ideas he is separated more and more from the other members of his household with their old-world ideas and superstitions, and that the reforms he might effect will produce no lasting results unless the future mothers are educated in the new ideas. Our foreign rulers might here say that though we recognise the importance of female education, we have not as yet taken any active steps for practically discharging what we conceive to be our duty. I admit the charge, and this is my defence. The solution of this problem is attended with difficulties everywhere, and it is beset with special difficulties in India owing to our peculiar social customs and religious ideas. Even in the West it was but recently recognised that the education of men and the education of women must advance with equal pace to effect real progress; and even now Western educationists are not agreed in their views regarding the methods and the quality and quantity of the instruction that it is necessary to impart to women to qualify them to discharge efficiently the duties ordained to them by nature, and also those required by the progressing needs of society. While such is

the case in civilised Europe, is it a matter for wonder that in India we are slow and cautious in taking any active steps to advance the cause?

I shall refer here to a few of the difficulties that hamper the path of a reformer in this direction in India. The custom of early marriage precludes girls from attending school beyond the age of eleven or twelve at the outside. The majority of parents and guardians object to the employment of a male agency in the education of their girls. They also object to the employment of female teachers of a different nationality and religion in this delicate work. Hindu female teachers are therefore needed to help to spread the cause and make it popular; but married women living with their husbands will not be able to take up the profession and discharge their duties efficiently. Hindu child-widows who are not burdened with family cares may attend school for a longer period than married girls, and qualify themselves as teachers; but strong objections are urged against their receiving any education at all. Among the higher well-to-do classes, the idea of females being trained to take up a profession is repugnant to the feelings; and it will be a long time before even the educated Hindu makes up his mind to permit his wife, his sister or his daughter, to enter any profession. The Western methods adopted in the education of our boys are not suited to the education of our girls. Under these circumstances, it is but natural that educated Hindus are slow in taking any action in this matter. Any hasty and indiscreet measure will throw back the cause instead of advancing it, and will revolutionise our society instead of reforming it. All reform in this direction must therefore be carried out gradually and slowly, so as to satisfy the growing aspirations

of the educated few and to conquer the prejudices of the uneducated many.

Having briefly touched upon the obstacles to Female Education in India, I shall in future numbers of this *Review* endeavour to express my views as to what was being done in this matter before the advent of our British rulers, and what has since been done by them and the Missionary agencies. I shall then discuss in detail the difficulties that we meet with in the solution of this important question, and briefly describe what attempts have been made in different parts of the country by patriotic and enlightened gentlemen to overcome them, and how far they have been successful in their laudable endeavours. Finally, I shall indicate the broad lines on which we must proceed in this matter, and suggest a curriculum of studies that will suit the requirements of the country and the times, and which will educate our women to become our sympathisers and willing helpers in the regeneration of our country—a result which has been rendered possible by the beneficent rule of the British nation.

S. MALHARI RAO.

A BRIEF HISTORY OF PUBLIC INSTRUCTION IN MYSORE.

SECTION I—1854 to 1871.

1. *Schools before 1854.*—After the receipt of the Educational Despatch of July 1854 from the Court of Directors of the East India Company to the Governor-General of India, the Chief Commissioner of Mysore entrusted the work of drawing up a scheme of Public Instruction for Mysore and Coorg to the Hon. H. B. Devereux who was Judicial Commissioner at that time. A Committee of Education

existed in Mysore like the Council of Education at Calcutta or the Board of Education at Bombay, before the formation of the Government Department of Public Instruction. Under the supervision of this Committee a few schools were maintained in the important towns of Mysore at a total cost to Government of Rs. 17,660. The grants paid by Government to these institutions were practically their whole income. In some cases, buildings and apparatus were supplied from private sources; and in all, the duties of supervision and inspection were performed by members of the Committee of Education.

2. The most flourishing institution was the Native Educational Institution at Bangalore with a Branch in the cantonment, which was established by the Wesleyan Society and placed under the management of the Rev. J. Garrett, who had been for a long time member of the Committee of Education. The allowance to this institution was Rs. 800 a month. The buildings belonged to the Wesleyan Mission, and two missionaries taught in the institution. The course of instruction was far superior to any attempted elsewhere in Mysore, great importance being attached to scientific instruction, for which apparatus of the value of £1000 was supplied by the Mission. The success of this institution was so great that Government doubted for some time the necessity of establishing a Central College of their own at Bangalore, the place of a Government College being so well filled by the Native Educational Institution. Another principal school in Mysore was the English and Kanarese School at Shimoga, which was an Anglo-Vernacular School of the superior class receiving a monthly allowance of Rs. 240 from Government. The buildings of the school belonged to Government. The other schools in existence were

the Anglo-Vernacular Schools at Tumkur and Hassan, and the Mootoocherry English School and the Hindu Girls' School at Bangalore. The building of the Tumkur High School belonged to the Wesleyan Mission, while the schoolmaster's house was built by Government. The school at Hassan was under the direct management of the Superintendent of the Ashtagram Division, and its establishment was on a smaller scale. The Mootoocherry School was in receipt of a grant of Rs. 150 per mensem; and was intended for the education of the children of European pensioned soldiers settled at Bangalore, who were expected to fill the subordinate ranks of the Public Works, Telegraph and other Departments. The Hindu Girls' School at Bangalore was in receipt of Rs. 50 per mensem, and was the first Girls' School in Mysore started by respectable Hindu gentlemen and supported to a certain extent by private subscriptions. At Mysore, a free English School had long been maintained by H. H. the Maharajah of Mysore, and was in a flourishing state. It was first established in 1833, and was managed by the Wesleyan Mission from 1840 to 1850 when the management was resumed by His Highness. On the death of its founder in 1868 the school was brought under the control of the Department and was constituted one of the principal District High Schools.

3. *Indigenous Schools.*—Besides those schools maintained or aided by Government, there was a large number of indigenous schools scattered over the villages of the Province, as in other parts of India. The Educational Report of 1864-65 mentions 1,602 indigenous schools with 22,648 pupils. These schools remained entirely outside the sphere of the Government Education Department until 1868-69, when the village schoolmasters were sought

out and trained to become masters of the Hobli Schools recently sanctioned by the Supreme Government.

4. *The Hon. H. B. Devereux's scheme.*—Mr. Devereux's scheme which is dated 15th November 1856, provided for a Central College, the formation of which was postponed on account of the satisfactory state of the Native Educational Institution; for four Anglo-Vernacular Schools, one for each Division, only three of which were to come into immediate operation at Tumkur, Shimoga and Hassan; for eighty Taluk Vernacular schools, one for the headquarters of each Taluk with a master on Rs. 15 to 25 a month; for Village schools to cost Rs. 4,000 in all; and for two Vernacular Normal Schools costing each Rs. 250. Each of the three Anglo-Vernacular Schools was to have a scholarship of Rs. 10 a month attached to it to be held at the Central College, and each Taluk Vernacular School a scholarship of Rs. 6 a month to be held at a Division Anglo-Vernacular School. For Direction and Control, Mr. Devereux's scheme provided a Director on Rs. 900 with an office establishment of Rs. 400, two Circle Inspectors, four Deputy Inspectors, and twenty Sub-Deputy Inspectors, at a total cost of Rs. 64,080. The aggregate cost of Direction, controlling agencies and Schools was estimated at Rs. 1,12,480, to which five per cent. or a modest sum of Rs. 5,620 was to be added for grants-in-aid under the orders of the Supreme Government, as well as the cost of buildings, repairs, furniture, books and apparatus. On the question of levying fees, Mr. Devereux was of opinion that if fees were not required there would necessarily be a popular impression that in availing themselves of the schools the people would be conferring a boon, and they would therefore not attach a proper value to the advantage offered to them.

Moreover, localities in which schools established by private agencies existed would be distinctly placed at a disadvantage as compared with those where Government institutions were established, inasmuch as the concession of a grant-in-aid depended on the levy of a schooling fee. The Supreme Government decided on this point that fees must be demanded at all Government schools without exception. The Government of India, while approving of the scheme of Mr. Devereux, sanctioned in February 1857 the appointment of a Director of Public Instruction, and fixed the annual allotment for education at Rs. 1,25,000.

5. The High School of Bangalore, which was subsequently developed into the Central College, was the first Government Institution, managed and maintained by Government at an initial cost of Rs. 670 per mensem. It was opened in 1858 and placed under the Principalship of Mr. J. Garrett, who, as Director of Public Instruction, exercised the same supervision and control over the Aided Institutions that he did as Head of the Native Educational Institution. Sir Mark Cubbon attached great importance to the study of Physical Science, for which a large collection of scientific instruments was provided. Mr. Garrett's lectures on Physical Science to the Senior Class were much appreciated. In 1860 Mr. Garrett severed his connection with the High School in order to devote the whole of his time as Director to the organisation and development of the Education Department, and Mr. Lewis Rice, the present Director of Archaeological Researches in Mysore, was appointed Principal. The number of students, which was 152 in 1859, rose to 346 in 1863; and in February of the latter year one student of the High School succeeded, for the first time in the history of Mysore, in passing the Matriculation Examina-

tion of the Madras University. Three years later three students passed the F. A. Examination in 1866; and the first regular B.A. class appears to have been opened in 1870. In May, 1866 Mr. Rice was appointed Inspector of Schools for Mysore and Coorg, and was succeeded by Mr. C. Waters, M. A. (Cantab.), in February, 1867.

6. 1862-65.—The total number of scholars in all Government and Aided Schools was 2,373 in 1862-63, of whom 990 belonged to Government institutions and 1,383 to Aided institutions. There was one High School at Bangalore, and two superior Anglo-Vernacular Schools at Tumkur and Shimoga. There were seven inferior Anglo-Vernacular Schools at Hassan, Chitaldroog, Devanahalli, Hunsur, Channarayapatna, Chickmagalur and Chennapatna. There was only one Vernacular school at Chintamani. A Normal School with 31 pupils, and a Survey Class with 25 pupils were also in operation, costing Rs. 5,371 and Rs. 2,446 respectively. The total cost of the Department for the year was Rs. 53,572.

The number of pupils in Government and Aided Institutions rose to 3,164 in 1863-64, and to 4,333 in 1864-65. The limit of the allotment of Rs. 1,25,000 for education was nearly reached in 1864-65, and the Chief Commissioner directed that the discussion of propositions entailing heavy additional outlay must be postponed. The total revenue of 1864-65 was Rs. 1,04,97,444, so that 1.19 per cent. of the revenue was set apart for public instruction. The total amount spent on grants-in-aid in 1864-65 was Rs. 13,296. The cost of all Government schools was Rs. 65,330. For Direction and Control there were a Director, one Inspector of Schools, one Deputy Inspector and two Sub-Deputy Inspectors. The High School, Bangalore, taught up to the standard of the B.A. Degree Exami-

nation. There were five District High Schools teaching up to the standard of the Matriculation Examination, and nine inferior Taluk Anglo-Vernacular Schools. For Vernacular instruction there were only eighteen Kanarese Schools and one Hindustani School, though Mr. Devereux's scheme provided for eighty Taluk Schools. For special education there was a Normal School for the training of teachers, as well as an Engineering School for the training of Engineer Subordinates, Draughtsmen and Estimators. The number of Aided Schools was thirty, of which three were High Schools, five Middle English Schools, and six were Girls' Schools with 326 pupils. The rest were Vernacular schools for boys. It is interesting to read in the report of 1864-65 that the students of the Normal School "are specially trained in School Management, more time and attention being devoted to its acquisition than to any other, seven hours and a half (out of thirty) being the time allowed."

"They are thoroughly grounded in its principles and practice, in principle by means of lectures, and in practice by lessons given for criticism and by teaching in the practising school. In addition to having read Fowler's text-book on education, lectures on school organization and classification, rewards and punishments, collective teaching and outlines of the mental faculties have been given."

"They are also practised in drawing up notes of lessons on a given subject; one of the students gives a lesson to a class of children in the practising school, the others criticise his methods and take notes of his faults in teaching, and these are read and commented on when the lesson is over. In addition to this, each student in turn attends the practising school for one month, where he sees how others teach, and can put his own ideas on the subject into practice."

developments of nations. The Jesuits do not seem to have paid much attention to geography. The first trace of instruction in this subject is found in the charity school of an orphan asylum established by George I. of Hesse-Darmstadt, where the instruction consisted in the simple reading of cosmography on certain days.

In the seventeenth century, the interest in astronomical geography was furthered by the invention of the telescope by Galileo, and the deduction of the elliptical form of the planetary orbits by Kepler. At the same time the principles of the inductive method were given to the world by Lord Bacon. These principles gave a new turn to the methods of instruction. John Amos Comenius derided the divorce of words from things, and advocated observation of things in preference to study from books. He provided in his *Didactica Magna* for teaching the fundamental ideas of geography at the home in the "Maternal school," for general geography and that of the native land in the "Vernacular school," and for maps and astronomy in the Gymnasium. John Locke regarded geography as a science of observation, and urged the use of globes and maps.

During the first half of the eighteenth century the Pietists advanced the teaching of geography. The instruction was based on the principle "*non multa sed multum*." It was mostly in the manner of play outside of school hours. It was at this time that geography, instead of being a mere appendage to other subjects, especially to history, was raised to the dignity of an independent science. In 1715 geography was introduced into the high school at Edinburgh with the use of globes and maps. In 1763 Frederick II. introduced it into Prussian schools by a special decree.

Near the close of the eighteenth century, Rousseau's *Emile* caused a revolution in pedagogy. "For *Emile*," says Rousseau, "the first two points in geography shall be the city where he lives and the country residence of his father; then the intermediate places; next the rivers in the vicinity..... Let him make a map of all this for himself." Rousseau's principles were assimilated and systematised by the philanthropists. Salzmann (1744—1811) urged the study of the native land as a *sine qua non* for the intelligent study of other countries. Schutze advocated the use of maps and globes, and demanded the free-hand drawing of the boundaries of countries. Gatterer attempted to group facts according to their natural relations. Herder regarded geography as the basis and auxiliary of all studies, and laid stress on the causal relations of the different facts, the influence of nature on man, and the conquests of man over nature. Rochow's "*Kinderfreund*" led to the introduction of geography into secondary schools.

In the beginning of the nineteenth century Pestalozzi urged that the child should begin his geographical studies by observing the little tract of country where he lived, and not by studying the map. Pestalozzi's idea was not realised by himself; but his pupil Henning wrote a book, in a series of parts, treating of the geography of the home, of the divisions of land and water, meteorology and climate, minerals, plants, animals and man, political institutions, and elementary ideas of astronomical geography. The chief merits of Henning and other followers of Pestalozzi consisted in the comprehensive study of the home and its surroundings; the placing of the physical factor in the foreground; the laying of stress on the causal connection between geographical factors and the arousing of self-activity in the pupil.

It was in this century that the great Humboldt laid the foundation of comparative orography by sketching the first profile section of any country. In the wake of Humboldt followed Karl Ritter, the founder of modern geography. He was professor of geography at the University of Berlin, and wrote nineteen volumes on geography in relation to nature and human history. He regarded the earth as the home of man. He aimed at giving a vivid view of a country as a whole, in order to show the several factors in their reciprocal relations, and at reducing knowledge to an organic unity. He, as others did after him, laid stress on the use of maps and map-drawing; urged the utility of measurement and the comparison of measurements in developing in the scholar ideas of distances, heights, and areas; and demanded self-activity in the pupil.

At the present day the study of geography occupies an important place in Germany. The German ideal is to have one continuous course of geographical instruction from the earliest school year to the university. Out of the twenty-one universities in Germany twelve have professors of geography on a footing of equality with other professors. The degree of Doctor of Philosophy is conferred also for proficiency in this subject. Austria is very closely imitating Germany. France has of late shown great progress in this direction. "We have been so often told," says Gabriel Compayré, "that we were the most ignorant people in the world in geography, that our sense of honour has at last been touched, and we have made serious efforts to overtake our neighbours, the Germans." In England, till very recently, geography was neglected. J. S. Keltie, who was appointed by the Royal Geographical Society to inquire

into the state of geographical instruction in English schools, said in 1888: "In this country it is believed that as anybody can teach the subject, so anybody can write a text-book of it." However, the great English universities now possess lecturers in geography; and the subject receives due attention in public schools. In India, especially in the Madras Presidency, no attention has been paid to the proper and efficient teaching of geography.

II.

The methods of instruction in geography advocated by writers on education are diverse. They may, however, be classified under five heads, namely, the "analytic" method, the "synthetic" method, the "concentric-synthetic" method, the "constructive" method, and the "associative" method. (1) The "analytic" method proceeds from the whole to the parts; it begins with the general relations of the earth as a celestial body, and ends with the home. It deals first with the earth as a whole in order that the facts afterwards learnt may fall into their right places, and be understood as parts of a whole. Though the method is systematic, and bears a scientific stamp, its defect lies in presupposing some familiarity with natural phenomena, and some acquaintance with mathematical and physical notions, and a somewhat matured understanding. This method is the one adopted in most text-books of geography.

(2) The "synthetic" method is the opposite of the "analytic" method. It begins with a single portion of the earth, adds the other parts, and finally unites them into one whole. Instead of presupposing some knowledge in the pupil, as does the "analytic" method, it imparts the necessary preliminary

geographical notions first. It constantly uses the knowledge gained in a previously considered locality in throwing light on the unknown in the study of new localities. The study, according to this method, usually begins with the home, proceeds to the province and then to the whole native land, and afterwards adds the corresponding continent and other divisions of the globe, and finishes with the earth as a heavenly body. This method is an elementary one, proceeding from the near to the far, from the known to the related unknown, from the easy to the difficult, from the simple to the complex. It is best suited for geographical instruction in primary schools and the lower classes in secondary schools. However, the long withholding from the pupil of a survey of the earth as a whole, and of a knowledge of the astronomical phenomena daily taking place before his eyes, is a serious objection to this method.

(3) The "concentric-synthetic" method is really no method in the pedagogical sense of that word. It is merely a particular mode of parcelling the material. The entire geographical material is divided into several courses, which start from the same centre and expand according to the age and comprehension of the pupils. The simplest outlines of the whole range of the subject are considered in the lowest course, the same is enlarged in the second stage, and finally completed in the last course. This method lends itself to a comparative treatment of the subject, but owing to the absence of new material in the successive courses, a living interest in the subject is not likely to be sustained.

(4) The "constructive" method seeks to give a graphic representation of geographical objects, and makes map-drawing its essential feature. The pupils do not merely follow the

statement of the teacher, but at the same time draw a sketch of the earth or any part of it, thus getting a vivid impression of the map, and insensibly fixing in the memory a great number of places. An advocate of this method advises the teacher to dispense wholly with the book, to depend exclusively on the map, and to lead the pupils to discover for themselves from the map the characteristic features of the nature of a country. This method also appears to be no method in the pedagogical sense of the term; for, although drawing is indispensable in successful teaching, it can only take the place of a means.

(5) The "associative" method is a particular way of grouping geographical matter. It aspires to a complete union of ethnology, history, natural history, and even physics with geography. The chief defect of this method is that it forgets that geography has a perfectly definite object,—namely, the description of the surface of the earth, and the study of all that relates to the form of our globe and to the external and superficial phenomena of the earth. Though it will be both profitable and interesting if a geography lesson is enriched by suggestive explanations and fruitful comparisons, it does not follow that a series of lessons on tools, meteorological instruments, minerals, plants, and animals, should, as Dr. Bain suggests, form the starting point in the study of geography.

(To be continued.)

EDUCATIONAL PIONEERS.

I.—Comenius.

John Amos Comenius, or Jan Amos Komensky as he should be more properly called, was born in Moravia, March 1592. He had

the misfortune to lose both his parents when a child. They had belonged to a sect of reformed Christians, better known under the title of the Moravian Brethren. Young Comenius was educated until the age of sixteen at a school, where he was taught the elements of reading, writing, and arithmetic. But more important than this, he was imbued with the moral and religious teachings of the sect to which he belonged; and accordingly we find him simple, pious, humble and earnest even at this early period of his life. When sixteen, Comenius, who was now anxious to enter upon a systematic course of study, went to a Latin School. So far, he had not taken up the study of Latin, a language which was then the medium of advanced instruction. Comenius was not too young even then to see the evils of the educational system to which he was subjected. He objected to the severe discipline that was exercised, and still more to the stupefying effects of teaching by means of Latin, and he was soon to give expression to his doubts. At twenty he was at the College of Herborn in Nassau studying theology. Between 1612 and 1614 he travelled, and among other places visited Amsterdam and Heidelberg. When twenty-two years of age he became Rector of a Moravian school at Prerau, near Olmütz, and here he determined to avoid those errors of discipline and instruction of which he, in common with others, had been made the victim. This is how he describes the schools of his day. "They are the terror of boys, and the slaughter-houses of minds—places where a hatred of literature and books is contracted, where ten or more years are spent in learning what might be acquired in one, where what ought to be poured in gently is violently forced in and beaten in, where what ought to be put clearly and perspicuously, is presented in a confused and

intricate way, as if it were a collection of puzzles,—places where minds are fed on words."

In 1616 Comenius entered the Church, and two years later was appointed to the Moravian Church of Fulneck near Troppau; but he did not forsake teaching, for he superintended a new school and began to give the subject of education more attention than ever. It was at Fulneck that he married, and the period which intervened between his marriage and the breaking out of the Thirty Years' War was destined to be the only really happy part of his life. Poor Comenius suffered as much as any one from the brutal effects of that terrible war. In 1621 the Spaniards destroyed all the property which he possessed, not sparing his library and precious manuscripts. At about the same time he lost both his wife and child. The next few years were spent amidst wanderings and persecutions. The Jesuits were the bitterest enemies of the Moravians and took all means to root up the heretical sect, and in 1627 they were instrumental in bringing about their proscription. The oppressed brethren, Comenius among them, took refuge in the mountains, from which vantage view Comenius witnessed the diabolical work of destruction in which churches and schools were committed to the flames. Comenius, meanwhile, endeavoured to console himself by making plans for the resurrection of his country by means of education, just as the German educational reformers succeeded in doing two hundred years later for their country. He vowed that he would devote his life henceforth to the accomplishment of this noble object. Persecution, however, increased and Comenius was obliged to fly to Poland. He became a teacher, possibly Rector, of the Moravian School at Lesna, in Posnania.

school opposed to Mr. Froude. History—the Science of History—has nothing to do with dates and other facts, except to receive them when authenticated by historical criticism. These form the *material* from which it begins to work, to analyze each isolated element, to study its relations to other elements and then to draw conclusions. If this is not a *scientific procedure*, if this is not possible in the treatment of History, then we deny the method to any other branch of human knowledge, and assert that nature is not *uniform*, that events do not *persist* in order; in other words, we question the truth of the two scientific assumptions, the *Law of the Uniformity of Nature* and the *Law of Universal Causation*; and this denial strikes at the root of any *rational* treatment of phenomena. We are "out of joint" with our environments, for there can be no correspondence severally and collectively between our *mental* experiences and *objective* occurrences; in short, chaos reigns. This much no one will assert who has a scientific mind; therefore, we cannot but regard History as a science, more or less; and its being recognised as such depends much on the future treatment of it by historians of the new school. Biography must be considered a part of History and not as the whole of History—the key to the interpretation of History. There are other and more *persistent* factors than biographical or individual factors, upon which depend social, moral, economical, industrial problems. It is not the individual man who, in virtue of himself, creates the history of an age or country; for he is himself a product of the country. A Shakespeare could no more have existed in Stephen's reign than a Luther in the days of Innocent III, or a Darwin in the times of the Tudors, or a steam engine in the 18th century. We know that the

English and the Hindus have descended from the same people, that they were at one time speaking the same language, worshipping the same personified ideas, engaged in the same primitive industries and manufactures, and under the same form of government. But all this has been vastly changed—why? Because the English race, as we find it now, has been subjected to several factors or forces—climatic, industrial, social, moral, each of which essentially differing from the corresponding factor moulding the individual character of the Hindu; consequently, the racial or national character of the English is strongly contrasted with that of the Hindus. Similarly, arise the different nationalities of all ages that History records. The general "environment" of a people must be studied or ascertained first; for it is the cradle in which a people has been brought up, trained and adapted. This theory does not deprive us of our share of *individuality*, but it teaches us that we are not "entities" or units out of all relation to our surroundings; it teaches us that a person or event is "cabin'd, cribb'd, confin'd" within the sphere from which it can never escape, and that there is no use of complaining of such a limitation. One might as well protest against the tyranny of his shadow following him against his will as that he is not free because somebody tells him that freedom lies only in obedience to laws regulating our mutual obligations. The Science of History may be compared to the Science of Meteorology. In both sciences, some of the phenomena dealt with are the products of many and complex factors; and consequently the historian cannot hope to attain that minute exactness, which is reached by sciences dealing with phenomena which are the products of few and simple factors. No

shall be that all children of both sexes, from the tenth to the twelfth or the thirteenth year, may be instructed in that knowledge which is useful during the whole of life. There should be a maternal school in each family; an elementary school in each district; a gymnasium in each city; an academy in each kingdom, or even in each considerable province." From the earliest age Comenius would have a child introduced to an elementary knowledge of all the sciences by means of sense intuitions.

In 1632 Comenius was elected Bishop at a Synod of the Moravian Brethren at Lesna or Lissa, and in this capacity he did all he could to comfort and encourage his exiled fellow-countrymen. In 1638 he received an invitation to visit Sweden and to draw up a scheme of organisation for the Swedish schools. He did not then accede to the request, but offered his advice. In 1641 Comenius was invited to England; but owing to the disturbed state of public affairs he did not achieve much beyond discussing the possibility of establishing a College based on the ideas of Francis Bacon,—"a Universal College solely devoted to the advancement of the sciences," to which students from all parts of the world might be invited and maintained with a view to the furtherance of research in all branches of learning. The following year, 1642, Comenius was in Sweden, where he was interviewed by the great minister, Oxenstiern, "that eagle of the North." As a result of his visit to Sweden he spent some years at Elbing on the Baltic Coast of Prussia, in retirement, labouring hard at his didactic works. In 1648 he returned to Poland and there published the results of his study. In 1650, Comenius repaired to Hungary by invitation of George I., Prince of Transylvania, and for the next four years he devoted himself to

the organisation of the Hungarian schools. In 1655, Lesna was destroyed by the Swedish army under Charles X., and poor Comenius lost his home, library, and manuscripts in the flames. This caused him to accede to the request of his friend, De Geer, a Dutchman, that he should settle for the rest of his life at Amsterdam. Comenius spent the remaining years of his busy life at Amsterdam where he supported himself partly by teaching and partly by the generosity of the De Geer family. He died on the 15th of November 1671 in his 80th year.

From this short sketch it may be seen how great was the service rendered by Comenius to the cause of education. He was a true reformer, one who laboured for the good of mankind at large. Comenius owed much to his predecessors, and no one could be more open in acknowledging his indebtedness to others. But after the fullest allowances have been made, to Comenius is due the credit of having clearly shown what should be taught and how it should be taught. Prof. Laurie writing in the *London Journal of Education* on the occasion of the three hundredth anniversary of the birth of Comenius, briefly considers the leading characteristics of Comenius as an educationist: 1. Every human being was to be educated simply because he was a human being. 2. Pansophy, or a knowledge of the elements of all things, was advocated in the school. 3. Knowledge must be expressed in the vernacular of each nation, for it is a human possession, and not the possession of any one individual or class. 4. Knowledge is to be acquired in its elements even so early as the stage of infancy, Comenius being the originator of the infant school. 5. How this broad foundation was to be laid was a question of method, a problem solved in the "Didac-

7. 1866-67.—In July, 1866 Mr. Rice entered on his duties as Inspector. He drew up courses of instruction for Anglo-Vernacular, Kanarese and Hindustani Schools, which, with a few changes, continued to be in force until recently, though, in the case of the High Schools attached to Colleges, the course of instruction was subsequently revised and the text-books in each subject were chosen by the Heads. A uniform system of classification was at the same time introduced into all the schools, and the use of other than the authorised text-books was forbidden. In 1866-67 there were 55 Government schools and 36 Grant-in-aid schools. By a somewhat strange method of enumeration every Government Anglo-Vernacular school was counted as two schools. The total number of boys under instruction was 5,966, and of girls 569. Of the Government institutions one was a High school, 14 were Anglo-Vernacular Schools, and 24 were Vernacular schools. No steps were taken to open Vernacular Schools in villages. The course of study adopted in Taluk Vernacular Schools embraced the popular Kanarese works used in the indigenous schools, with the elements of Arithmetic, the first book of Euclid, Morris' History of India, and the elements of Geography. The text-books prescribed for use were not the best of their kind. To improve the state of the indigenous schools it was suggested that a system of registration should be adopted, and an annual grant of one rupee per head of successful pupils paid to the master after an examination. This suggestion does not seem to have been taken up by Government, and no orders appear to have been passed on the subject. The total cost of the Department was Rs. 1,20,203, of which Rs. 28,228 was paid as grants.

8. 1867-69.—The Report, of 1867-68 was

drawn up for the first time in the form prescribed in Resolution No. 1,648 of the 25th February, 1864 of the Government of India. The number of Government schools rose to 64 with 2,797 scholars, and that of Grant-in-aid schools to 46 with 4,138 scholars. The total number of scholars in the Government and Aided schools was together 6,935. The Province was divided into two Circles, each being placed under an Inspector. Mr. R. G. Hodson was appointed Inspector of the second Circle.

(To be continued.)

IS HISTORY A SCIENCE?

Now that a "scientific method" is pleaded as the condition for a successful treatment of any branch of human knowledge, we may reasonably ask if it can be claimed in the writing or teaching of History. Perhaps some of our readers will be disposed to think us guilty of a truism when we ask whether History properly written is to be considered a Science—that we might as reasonably enquire whether Geology treats of the wear and tear of rocks, whether Law has any thing to do with the making and breaking of Contracts, and whether Chemistry has anything to say on the analysis of water. Yet, in spite of the confidence of such advocates, it is a fact that there are many people, well informed on other subjects and possessing ever a full and accurate knowledge of historical facts, who treat History as a mere arbitrary arrangement of unrelated facts happening at random, and strung together like so many names or variously coloured beads. But History, when written by a scientific mind, would show us that there is no such thing in its sphere as an unrelated fact or event, much less an arbitrary arrangement of its elements.

one disputes "the possibility of a Science of Meteorology, because it cannot be ascertained whether it was a dry or a wet day at Jericho two thousand years ago."

HARRY F. MANFEE, B. A.

ON THE TEACHING OF GEOGRAPHY.*

THE present article is divided into three parts. The first part deals with the history of geography and geographical teaching. In the second part is given a brief description of the various methods of geographical instruction suggested by writers on education. The last part is devoted to a somewhat detailed account of Dr. Geikie's suggestions on elementary geographical instruction.

I.

The foundations of geography are to be sought in antiquity. Geographical myths are to be met with in the Ramayana and Mahabharata, in the Iliad and Odyssey. So far as we know, the Greeks seem to have been the earliest people to make, though at first only in an irregular and unscientific manner, any distinct study of geographical facts. Anaximander (B.C. 611—545) is said to have invented geographical maps, terrestrial and celestial globes. He is also said to have discovered the inclination of the ecliptic to the earth's equator. Herodotus (born B.C. 484) gives general geographical descriptions, and discusses the influence of the physical features of a country on the vicissitudes of its inhabitants. To Pythias is ascribed the linking of astronomy with geography. The first scientific treatise on geography we owe to Eratosthenes, a contemporary of Archimedes. To him also we are indebted for the measurement of the obliquity of the earth,

the calculation of its circumference, and the establishment of a prime meridian. But a complete geographical treatise comprising the four divisions of Mathematical, Physical, Historical, and Political Geography seems to have been first conceived by Strabo. (B.C. 54—A.D. 24.) In his Natural History (circa A.D. 70) Pliny the Elder gave a sketch of geography. Proportius tells us that geography had a place in the schools of antiquity. But the completion of the scientific development of geography in antiquity is due to Ptolemaeus Claudius (168 A.D.), the first to attempt to put the study of geography on a scientific basis. Ptolemy's work was the standard textbook till the great maritime discoveries of the fifteenth century.

Military and commercial enterprise during the Middle Ages enlarged the knowledge of the surface of the earth. Valuable contributions to geography were made by Arabian astronomers and travellers. Though geography found no place in the Trivium (grammar, rhetoric, and logic) and the Quadrivium (arithmetic, geometry, astronomy, and music), it was vigorously advanced by Roger Bacon and others. The travels of Marco Polo rekindled in the study of geography the scientific research that became almost extinguished on the fall of the Roman empire. Fine maps were produced at Venice. The discoveries of Columbus and Vasco da Gama, and the astronomical system of Copernicus aroused great interest, especially among the Germans. It was during this period that geographical instruction began to be given in German schools.

The great educationists of the sixteenth century demanded a broader course of study than the Trivium and the Quadrivium. Although Sturmius ignored geography, Neander wrote two manuals in which he gave the recent

Here it was that he threw himself with fresh ardour into his pedagogical studies. He was chiefly concerned in finding a true method of teaching. His ideas were embodied in the first of his three great works on education, viz., the *Didactica Magna* or the Great Didactics, written about 1630. Here Comenius gave to the world his principles and theories of education. His chief complaint was that too much time was given to the study of Latin, maintaining that a boy, even when master of the classical authors, knew nothing of those things which would fit him for his after-life in the world. "Finally," he says, "if so much time is to be spent on the language alone, when is the boy to know about things, and when will he learn philosophy, when religion, and so forth? He will consume his life in preparing for life." It was this defect that suggested to Comenius a new method of learning languages, and this method he set forth in his *Janua Linguarum Reserata*, or the Gate of Tongues Unlocked, which first saw the light of day in 1631. In one hundred chapters Comenius brings together a number of phrases of gradually increasing difficulty. Each chapter was descriptive of some special subject, such as the universe, animals, organs of the body, metals, arts, trades, &c., all adapted to the capacity of the child. In a parallel column appeared a translation of the Latin. By the time the child reached the end of the book he would be acquainted with all the principal words of the Latin language, and thus he would become acquainted not only with a knowledge of most things useful to him, but also with the elements of the Latin language itself. We may therefore call the *Janua Linguarum* a First Reading Book involving the all-important principle of associating things with words. The book at once became famous all over

Europe, being translated into almost every European language, besides the Arabic and Persian languages. The third great work of Comenius which became even more popular, was his *Orbis Sensualium Pictus* or the Illustrated World of Sensible Objects. This did not appear till 1658. It is simply the *Janua Linguarum* illustrated by pictures representing the objects or things which were the subjects of the respective chapters. This was the first illustrated reading book, and as such it became popular in every household and school in Europe, and was the pioneer of numberless illustrated reading books which are the delight of children in every stage of instruction.

It was in the *Didactica Magna* that Comenius proposed to distribute or organise schools into the three grades of Infant, Primary, and Secondary Schools. These Comenius supplements by what may be called the fourth grade, viz., academies or Universities. The mother is the teacher in the so-called infant school. At six the child passes into the elementary public school, where up to the age of twelve he receives instruction in the mother-tongue, or the vernacular, as the Romans called the language of the people. From twelve to eighteen the boy passes through the Latin schools or gymnasium; and his education, so far as direct teaching is concerned, is brought to a close at the academies or Universities where he is instructed from eighteen to twenty-four. Each grade, though complete in itself, is a preparation for the succeeding grade, so that the instruction up to the age of twenty-four is continuous and progressive without a break. "We pursue," says Comenius, "a general education, the teaching to all men of all the subjects of human concern. The purpose of the pupil's school

* Works used:—Keltie: Applied Geography; Compayre: Lectures on Teaching; Potter: History of the Methods of Instruction in Geography; Fletcher: Cyclopædia of Education; Geikie: The Teaching of Geography.

Such a writer would tell us that the Peasants' Revolt of 1381 had certain definite causes, that is, that a certain number of preceding events helped to bring about the rising, just as the sapping of the juices from the root of a tree by a thriving parasite brings about its fall; and as the fall of the tree would be unaccountable and incompletely understood without a study of the parasite, so the revolt of 1381 would be imperfectly understood without a careful knowledge of its causes; and since it was misunderstood at the time many mischievous laws were made to prevent a future rising, although the risings were never suppressed by the means first employed. Take another event comparatively modern, the Secession of the Puritan Colonies, or as it is better known, the American Revolution of 1775-81. Interpreted by the unscientific minds of the House of Commons, with King George III. at the head of them, this movement was regarded as the "proceedings of a tumultuous and riotous rabble," whereas, when rightly understood, it was the nucleus of a future nation, and the supposed "rabble" were "strong and self-respecting men and women, accustomed to manage their own affairs," and who would at no distant future ask the question "What business has a Parliament sitting on the other side of the ocean to be making laws for us?" These are but two illustrations from English History showing us how History was generally regarded by statesmen and politicians of the past; and when a whole House of Commons with a few exceptions failed to interpret rightly so large an event among a people who were recently colonists from their own country, we, who now read all about their blunders, wonder at their folly or ignorance. But the truth is that there was no Science of History then, or very little of it, and that

"Progress" or "Evolution" like the locomotive engine or the telephone, was a thing of the future. To have told the House of Commons of 1775 that the Puritan Secession was inevitable, would have been about as good as to have told them that sound or light is the effect of so many pulses or waves per second. History then, in our opinion, is a branch of knowledge that can be written and taught on scientific principles; though to do so is a very difficult task, and requires not only that the intellect should be well exercised and trained, but that the feelings, which are always engaged in giving a bias to the former when the writer is under the influence of any peculiar prejudice, should be duly regulated and often even be conquered. Again, History cannot be considered a subject to be studied as a science when there are historians who say that it is nothing but Biography—the narration of the deeds of heroes. This is the view taken by the late Mr. James Anthony Froude, a great and good man whom we all miss. To speak of the Science of History, he remarks, "is as if we were to talk of the colour of sound, or the longitude of the rule-of-three. When it is so difficult to make out the truth on the commonest disputed fact in matters passing under our very eyes, how can we talk of a science in things long past, which come to us only through books? It often seems to me as if History was like a child's box of letters, with which we can spell any word we please. We have only to pick out such letters as we want, arrange them as we like, and say nothing about those which do not suit our purpose." Again, "will a time ever be when the lost secret of the foundation of Rome can be recovered by historic laws? If not, where is our science?" "Just where it was before!" justly answers an American authority of the

tice Magna," a work founded on the "Immovable Laws of Nature." 6. Comenius reformed language teaching, and began a new era in text-books making words but the symbol of things. 7. As regards Female Education Comenius was centuries before his time. These are his own words on the subject:—

"Nor, to say something particularly on this subject, can any sufficient reason be given why the weaker sex should be wholly shut out from liberal studies whether in the native tongue or in Latin. For equally are they God's image; equally are they partakers of grace, and of the Kingdom to come; equally are they furnished with minds agile and capable of wisdom, yea, often beyond our sex; equally to them is there a possibility of attaining high distinction, inasmuch as they have often been employed by God Himself for the Government of peoples, the bestowing of wholesome counsels on Kings and Princes, the science of medicine, and other things useful to the human race, nay, even the prophetic office, and the rattling reprimand of priests and bishops. Why, then, should we admit them to the alphabet, but afterwards debar them from books? Do we fear their rashness? The more we occupy their thoughts, the less room will there be in them for rashness, which springs generally from vacuity of mind."

If experience teaches anything, it is that no broad and general development of scientific work of the first class is possible, except either through independent establishments for special work, or else by the university system, in which professors in science and their assistants are first selected on account of their previous distinction in original research, and are then appointed to continue that work, and in the teaching of students, to transmit to them the zeal of discovery and the true methods of advance:—Address by Mr. Addison Brown, at a meeting of the Scientific Alliance of New York (reprinted in *Nature*)

H. H. THE LATE MAHARAJAH OF MYSORE.

This is not the place to speak of the profound shock which India, and Mysore in particular, experienced through the death of H. H. the Maharajah of Mysore. Neither is this the place to speak of the great loss which this country generally has sustained by his loss. We naturally, in this place, think of him as the enlightened ruler of a State, which during his government took a leading place among the States of India with regard to Education. The name of the late Maharajah must for ever be associated with those educational and other reforms which have made the State of Mysore famous throughout India. In the question of Female Education both he and H. H. the Maharani evinced the deepest interest, of which the Maharani's Girls' School is a standing memorial. That remarkable institution together with the educational reforms connected with the reign of the late Maharajah, will receive due attention in course of time in the series of articles appearing in the *Educational Review* on the subject of Female Education in India, and the History of Education in Mysore. The Sanskrit College and the special attention which is paid in the Mysore State to the study of the Vernaculars, bear witness to the patriotic policy which guided the late Maharajah and his Government. At great expense and labour he encouraged the native Drama, maintaining, we believe, a native company of actors entirely at his own cost. He himself was a worthy product of Western Education, excelling in manly sports, full of enlightened views, a perfect gentleman in manner, words, and deeds, delighting in princely hospitality, and never so happy as when he was the means of making others happy. What he was himself, such he endeavoured to make his children by sparing no efforts to fit them for their high position. We can pay him no greater respect, nor his successor any greater compliment, than by expressing a heartfelt wish that the new may prove himself worthy of the father.

are reading, or voting, or speculating on education.

The great question is the organisation of Secondary schools—that is, of all above the elementary, and as your readers are doubtless aware, a Royal Commission has been hard at work on the subject for several months, examining representatives of all branches and grades of education and of bodies interested, visiting selected schools and institutions, and collecting information in various other ways. As the Commission is composed of experts in the different departments of the subject, we may expect some really useful and practical recommendations. Parliament, I hear, is very favourably disposed, and will probably treat the question without much regard to party. The problems to be solved and the difficulties to be overcome are, however, neither few nor small. The Educational Chaos is not at all like Milton's—a pliant mass awaiting the creative word. It is the result of ages and has taken firm hold. Take, for example, the case of the private schools. Hundreds of these have been established by private enterprise to fill the large gaps left by the endowed public schools. Very many of them are efficiently conducted, and undoubtedly meet a serious want—not only in being placed just where they are required, but also in this important respect, that they are the only schools we possess suitable for young and delicate children. Seeing that the vested interests are so great and that the proprietors are mostly men who have done good work as assistant masters in public schools, the case seems to call for specially careful consideration. Yet, unfortunately, these schools are being somewhat hardly used by the Government, and they were not allowed an accredited representative on the Commission. The inquiry is almost completed, and the report will probably appear in the Spring. Two results may be regarded as certain: Registration of Secondary Teachers, and the creation of a Minister of Education. Meanwhile, the result is awaited with some feeling of sus-

pense, sometimes of hope, sometimes of misgiving.

The domain of Elementary Education has been disturbed by a temporary yet considerable flutter on the occasion of the triennial School Board Elections. In London we have been embroiled in a turmoil of religious controversy through the action of the clerical party on the Board, who being in a strong majority tried to ensure greater definiteness in the religious teaching with regard to certain theological dogmas. Even a religious test was attempted. The teachers resisted, the parsons stood firm. On this issue the elections just over have turned. The Churchmen, or 'Moderates,' supported by the Roman Catholics, worked their hardest. The interest in the elections was great, the number of voters was double what it was three years ago, the result being a moral victory for the 'Progressives,' who had a large aggregate majority of votes, although through the peculiar system of voting, the Moderates have a very small majority of members on the new Board.

Turning to University matters, it will be news to your readers that a new Research Statute has been promulgated at Oxford, granting two new degrees, Bachelor of Science and Bachelor of Letters—to post- and non-graduates. The object is to facilitate the use of the opportunities afforded by the University to non-graduates, and to encourage post-graduate study. The conditions are—for entry, 'a good general education'; for outsiders, residence of two or three years and a satisfactory course of study of high merit! Cambridge is still discussing the same question.

Still another school examination—the Preliminary Oxford Local for children under 14; and Cambridge is following suit!

Truly they would make of us a nation of pedants and prigs. With so much cramming for examinations, what is to become of education!

FROM OUR UNIVERSITY CORRESPONDENT.

CAMBRIDGE, December 1894.

I almost hesitate to write on so humble a subject as Education in England. For if Max O'Rell and others are to be believed, nothing could exceed the contempt that is felt in this country for the poor Schoolmaster. In France, says M. Blouet, they manage these things better; the teaching profession is there treated with at least external respect. In England, on the contrary, girls will not dance with Schoolmasters as long as there is a Curate to be had. The correspondence that has been appearing in the *Spectator* and other journals on this topic would fill volumes. Mr. Page, of the Charterhouse, traces the despicability of the pedagogue to the fact that the highest posts in the profession are only open to clergymen; other writers to the tenuity of the salaries; yet others to the actually despicable natures of Schoolmasters as a race; but all seem to agree that the contempt is felt. Meanwhile, in the face of all this obloquy and poverty, hundreds of men and women are yearly rushing into this lowly calling. Nevertheless, the discussion has done good by calling attention to two points among others: the necessity of a thorough training in the art of teaching, and the necessity of combination among Assistant Masters. I have just heard of a flagrant example of the position in which excellent and deserving teachers may find themselves after years of service: and this is but a type of many that I could adduce. In a certain school of fairly high standing, some of the masters had committed two atrocious crimes; they had ceased to be young, and they were married. The Governors of the School, not alleging any incompetence on the part of their victims, decided to dismiss all their married men, and to replace them by young men who would require smaller salaries. As a consequence, three or four masters who had served the school ably for years, are turned adrift to keep themselves and

their families as best they can. The fact is, that whether the scholastic profession does not lend itself to union, or whether the competition is too keen, no class is at present so helpless as the class of Assistant Masters. Something, though very little, is being done in each of the directions I mentioned above. Mr. Edward Lyttelton, the Head Master of Haileybury, is the prime mover in the formation of a Teacher's Guild, the chief object of which is to safeguard the general scholastic interests of Secondary Schools: Mr. Arthur Gridley, of Emmanuel School, Wandsworth, is the organiser of a Union of Assistant Masters, the aim of which is to protect and advance the interests of subordinate teachers.

Till lately, it would have been safe to say that the most conservative of all institutions were undoubtedly the two Universities of Oxford and Cambridge. But of late years they have advanced so rapidly that the reproach or glory of stationariness is almost the last thing to be imputed to them. In old days, of the two tortoises Cambridge was perhaps the less deliberate; but just at present Oxford seems to be setting the example which Cambridge follows. The Oxford Extension Movement is certainly more prosperous than the Cambridge organisation; which, indeed has lately suffered immense losses. Dr. Richard Moulton, the greatest of the Cambridge lecturers, has left us to become Professor of English at Chicago. Mr. Berry has resigned the Secretariat; and Mr. Roberts, of the London Extension, is taking his place. Mr. Roberts, in his turn, I believe, will be succeeded by Dr. Kimmins, who was probably, next to Dr. Richard Moulton, the most popular of the Cambridge lecturers. Thus, in the Extension world, we are in the midst of great changes. Some time ago, Oxford instituted an examination for boys under fourteen—an institution generally known as the 'Kindergarten'; and here also Cambridge is following in the Oxonian wake.

You must already have heard of the storm aroused by the election of the members of the Board

OUR BOMBAY LETTER.

The chief topic of conversation in educational circles here is the sudden termination of the useful career of that sprightly little Monthly, the "Bombay Educational Record," at the fiat of Mr. Chatfield, our Director of Public Instruction. It was brought into existence by one of Mr. Chatfield's predecessors, the late Sir Alexander Grant, Bart., and during the thirty years of its life did yeoman's service to the Bombay Educational Department, helping in the diffusion of knowledge, and keeping all the schools and colleges in touch with the latest developments of the science and art of teaching. It had the good fortune of being to the last, and during all but the first few years of its career, under the able editorship of Mr. T. B. Kirkham, Barrister-at-law, an officer of unique educational experience acquired from his long and varied services, first as Principal of Elphinstone High School, then as Professor of English Literature at Elphinstone College, and during the past decade as Educational Inspector of the Central Division. But Mr. Kirkham is now—to the regret of all who know him—contemplating early retirement, and no longer having much superfluous energy to spare after attending to his arduous official duties. He has found it necessary to sever his connection with his favourite Journal. And things are at such a pass in the Department at present, that it is probably found difficult to replace him, and so Mr. Chatfield has, it seems, deemed it best to put a stop to the Journal rather than see it fall, even temporarily, into less competent hands. Thus the *Record* has ceased to exist, as if "unwilling to outlive the good that did it"—that is, the sympathetic guidance of its "pilot of very expert and approved allowance." And the New Year, that dawns with a new lamp of knowledge in that part of the country which is here always complacently referred to as the "benighted Presidency," sees the extinction of the only

lamp of the kind possessed by "the proud kingdom of Bombay"—as the *Pis* is pleased to dub the Western Presidency. But this is only another proof of our enlightenment; for, what are lamps good for save in a benighted place?

The battle of the Vernaculars has been again fought and lost. The Hon'ble Mr. Justice Ranade proposed at a recent meeting of the Senate to introduce "an Essay in an Indian Vernacular" in connection with the P. E., Intermediate, and B. A., with, as an alternative, "an additional Essay in English." But most of the Fellows set their faces against encumbering the curricula of these examinations with such an uncalled-for and unnecessary burden, and so the question of the recognition of the Vernaculars was shelved for the fifth time in the history of the Bombay University. An attempt was also made to impose the burden of a second English paper at Matriculation, with the object of making paraphrase obligatory on all candidates, and translation from an Indian Vernacular obligatory on all Hindus and Mahomedans, the rest of the candidates being allowed the alternative of "another exercise in English." An amendment proposed by the Principal of the Parsee Benevolent Institution, making Translation also binding on all candidates and giving to those unacquainted with an Indian Vernacular the alternative of translating from a second language, found favour with a good many members of the Senate, but the opponents of the Vernaculars again carried the day by proposing that the meeting should pass to the next business on the Agenda paper.

At the last Annual meeting of the Senate the Fergusson College at Poona was permanently recognized in the Faculty of Arts for all the examinations.

At the same meeting of the Senate the regulations for admission to the Matriculation and University School Final Examinations were revised

and the following words which had been removed from the forms of application some years ago were re-inserted:—

"When an applicant has attended a School or public Institution within eight months of the date of his application, this form must be signed by the Master of such School or Institution."

At an adjourned meeting of the Senate held on Monday, the 17th of December, it was resolved to admit undergraduates of all recognized Universities to the B. A. examination and B. A.'s and B. Sc.'s of all recognized Universities to the LL. B. examination.

Thus the principle of "mutual courtesy" has been extended, and Bombay returns to Madras, Calcutta, Allahabad, and Punjab the compliment of the privileges accorded to her alumni by those Universities.

We are at present in an atmosphere of examinations. All the Educational Inspectors are in Bombay examining the different schools, and the results of the University examinations are also being almost daily declared.

In the Matriculation, out of 3,260 candidates, 931 have been declared to have passed the Examination.

In the final B. A. under old rules, 124 have passed, 38 being placed in the Second class and 86 in the Pass class.

In the final B. A. (under the new course) 44 have passed out of 62—1 in the First class, 12 in the Second, and 31 in the Pass class.

In the first LL. B. 134 have passed out of 194—7 in the First class and 127 in the Second class.

In the Second LL. B. under the old rules, 44 have passed out of 115, and in the Second LL. B. under the new rules, 17 have passed out of 42.

In the Previous out of 769 candidates, 336 have been declared successful—2 in the First Class, 51 in the Second Class, and 283 in the Pass Class.

In the Intermediate examination 187 have been declared successful out of 378—2 in the First Class, 44 in the Second Class, and 141 in the Pass Class.

In the M. A., 10 have passed out of 21—3 in the Second Class, and the rest in the Pass Class. Of these no fewer than 6 are Parsees, two of whom have been placed in the Second Class.

In the First B.Sc., 18 have been successful out of 40—2 being placed in the First Class and the rest in the Second and Pass. In the Second B.Sc., 1 man has passed in the First Class, 3 in the Second, and 4 in the Pass.

In the First Examination in Civil Engineering, 18 have passed out of 32, and in the Second examination 16 out of 18.

In the Final L. C. E., 16 have passed out of 18—2 in the First Class, 11 in the Second Class, and 3 in the Pass Class.

In the L. M. & S., out of 55 candidates 25 have been successful—1 in the First Class and the rest in the Pass Class. Of the latter two are ladies—Miss Helen Lander and Miss Manik Tarkhad.

It is said that Mr. E. Giles, M. A., Educational Inspector of the Northern Division, is to be posted on his return from furlough to the province of Sind, where the best available man is wanted as successor to the late Mr. H. P. Jacob, an officer well-known for his devotion to duty which has cost him his life. His death is sincerely lamented wherever he had served, and a suitable memorial has been raised to perpetuate his name. Mr. J. Oliver, who is at present acting for Mr. Giles, will most probably be confirmed in the Northern Division. It is further rumoured that both Mr. Chatfield and Mr. Kirkham will retire on pension towards the end of next year, and that Mr. Giles will succeed Mr. Chatfield as Director of Public Instruction.

OUR LONDON LETTER.

LONDON, December 1894.

The air here is full of Education, and the man in the street to the Cabinet Minister of

of Studies for English at Oxford. The constitution of this Board has been violently censured by a writer in the *Westminster Gazette*, and by another (or perhaps the same) in the *Daily Chronicle*. This writer has unfortunately spoilt his case by a curious inability to spell correctly the very names of the gentlemen he attacks. The main weakness of the Board, however, namely, that it is a Board of Philologists and not of literary men, has been most ably stated by a third writer, who veils himself under the thin disguise of a University Extension lecturer, but who, if I mistake not, is also well-known as a writer of excellent and incisive reviews. The controversy between this gentleman and Mr. Arthur Sidgwick has been vigorous and almost bitter: and, as usual in such cases, the combatants seem to be running on divergent lines. The University, whether rightly or wrongly, has deliberately decided that the new school should be one of *Language* as well as of *Literature*. In such a case it is surely impossible to pass over the claims of such men as Professor Napier, Mr. Mayhew, Professor Ker, and Mr. York-Powell, all of whom are eminently distinguished for their work in philological lines. But the assailants, ignoring the express provisions of the Statute, have asked where are the *literary* claims of these gentlemen. Why should Professor Napier, who receives £900 a year for doing over again what the Professor of Anglo-Saxon is already well paid for doing, be appointed a member of a Board for the promotion of literary study? The assailants, as usual, have mistaken their point. The Statute being as it is, Professor Napier could hardly have been passed over. Had they attacked the Statute, they might have made out a plausible case; but in directing their assault on individuals they have weakened their own cause. It is possible that the University is to blame for neglecting the study of literature, pure and simple; but whether the electors are to blame for choosing eminent philologists, in direct accordance with the Statute, is a different question altogether.

The question of Post-Graduate Degrees is exciting interest; though it is as yet only in its early stages. Even at Oxford only the preliminary Statute has been passed; and all the amendments remain to be considered. At present the degrees are to be Bachelor of Science and Bachelor of Letters. Outsiders generally are to reside three years; for members of affiliated colleges two are supposed sufficient. It is possible that amendments will be carried shortening these periods; but it is satisfactory that the University is already committed to the main lines of the scheme, as formulated by Professor Pelham. At Cambridge the scheme is still in embryo: a Syndicate has been appointed to consider the following questions: (1) the best means of giving help to advanced students, (2) what class of students should be admitted, and (3) how their studies should be recognised. It is not even definitely stated whether the recognition should take the form of a degree or not; and the Syndicate need not report before the end of the Lent Term 1895. Some discussion has been aroused by the growing tendency of Colleges to hold their Entrance examinations early in the year. This year the examinations were earlier than ever; and many Schoolmasters think the results are bad. I shall have more to say on this point in a subsequent letter. As things are going at present, it would seem that before long a boy may be a Scholar of Trinity while he has yet two or three years of his school course to run. Two subjects, like the poor, we have always with us; one, the re-organisation of the whole system of examination at the Universities; the other, the admission of women to degrees. On these points I shall dilate in future letters.

The Royal Commission on Secondary Education, like Poe's Raven, 'still is sitting, still is sitting.' I do not as yet know what it has done; but at any rate it is likely to find any number of anomalies to deal with, and should it attempt to grapple with them all, it will cease sitting 'never more.'

LONGMAN'S JUNIOR SCHOOL GRAMMAR FOR INDIA, BY DAVID SALMON, AND A. J. COOPER OAKLEY, M.A., London and New York, Longmans, Green & Co., 1s.

Mr. Salmon's Junior School Grammar is an excellent elementary Manual used in schools at home, being admirably adapted to the needs of children who *already speak English*—and on the whole correctly—as their mother-tongue. It seems to us therefore that by retaining unaltered the principles and arrangement of Mr. Salmon's work and merely giving local colour to examples—which latter by the way has not been done thoroughly—Mr. Cooper Oakley has not produced such an "adaptation" as will meet the "special needs of Indian students," though it will answer excellently well for the teaching of European and Eurasian children. It is no easy task to produce a thoroughly good book specially adapted to the requirements of Hindu boys and girls, but certainly something more is needed than merely remodelling examples by here and there turning *Tom and Jack* into *Rama and Govind*, *Mary* into *Lakshmi*, and *horses and wagons* into *bullocks and carts*. Then, as noted above, the work of re-writing the examples has not been done thoroughly. There are very few of Mr. Salmon's examples that can be fitly retained in an *Indian* edition. What will the Hindu boy or girl make of, say, "Two legs sat upon three legs With one leg in his lap" (p. 27)? Consider too exercise 10, (a). How many Hindu boys will successfully 'pick out the Nouns in the Sentences,' before the teacher gives them the prose order and meaning in detail of the passages, thus virtually telling his pupils which words are Nouns? The English boy makes this out for himself. Altogether we regret that we cannot recommend the book for the purpose intended by the Indian Editor. We have long been of opinion that the best English Grammar to adapt for Junior Indian Students is Mason's *First Notions of English Grammar*. All Mr. Mason's Grammars—elementary and advanced—

are exceedingly good, being the best of their kind yet published. (Mr. Salmon by the way in his Junior and Senior School Grammars draws his inspiration from Mr. Mason—which accounts for their excellence.) We strongly commend the adaptation of Mason's *First Notions* to the notice of Mr. Cooper Oakley, or any other competent scholar who has the requisite leisure for the task. We devoutly hope, however, that none of those who have been flooding the country with unsound and worthless *Manuals* and *Practical Methods* will lay profane hands on Mason's book.

1. *The Children's Casket of Poetic Gems*, Part I. 12 Annas. Part II. 14 Annas.

2. *Gems of English Poetry*, Part I, Rupee 1. Part II, Rupee 1. Part III, Rupee 1.4. A New Annotated Series of Poetical Readers by D. N. Wadia, M.A., Principal, Sir Jamsetjee Jeejeebhoy Parsee Benevolent Institution, Bombay Education Society's Steam Press, Byanulla.

1. *The Children's Casket of Poetic Gems* contains a rare selection of choice old English Rhymes, Songs, Lyrics, and Ballads, and is as satisfactory a selection as any we have ever come across. Indeed, we have discovered in these two books many a 'Gem,' which we have looked for in vain in other compilations of the same kind. Most of them are equally suitable for Indian children as they are for English children, and certainly every English mother in India would do well to have by her this admirable series of rhymes and simple songs, for they cannot fail to both delight and instruct the younger members of the household. They are well graduated as regards difficulty, and do not suffer from being over-annotated, only out-of-the-way words, names and allusions being elucidated by brief foot-notes.

2. *The Gems of English Poetry* in three parts is a more ambitious work, being suited to children from the age of ten to fifteen. The selection, so far as we have been able to test it, is equally good with that of the *Children's Casket*.

Mr. Wadia's knowledge of the English poets is extensive, for he has pressed into his service not only the greater and better known poets; but also many minor poets whose names are not household words, but who have had the faculty of putting on paper a few at least of such sweet songs as will always have a place in English literature.

Part I.—Consists of Lyrics, Songs, Odes, Ballad and other Short Poems, more difficult than those in *The Children's Casket, Part II.*, with an Introduction on the History of Poetry in general and English Poetry in particular, the different kinds of Poetry, English Prosody, Poetic Licence, and the Figures of Speech. Part II.—Contains Longer Poems (Macaulay's *Horatius*, Byron's *Prisoner of Chillon*, Parnell's *Hermit*, Pope's *Iliad*, Bk. I., Scott's *Lady of the Lake*, Canto V., Goldsmith's *Traveller* and *Deserted Village*, Cowper's *On the Receipt of my Mother's Picture*, Gray's *Elegy*, Johnson's *Vanity of Human Wishes*, Cowper's *Task*, Bk. I., and Milton's *Paradise Lost*, Bk. I.). Part III.—Has a selection of Sonnets, Extracts and Familiar Quotations from British, Anglo-Indian, and American Poets, arranged chronologically from Chaucer to the present time. All three parts are annotated on the same principle as the *Children's Casket*. We may mention that the *Children's Casket* and the *Gems of English Poetry* may each be obtained bound in one volume suitable for presentation. We can particularly recommend the *Children's Casket* as being in every way suitable as a present for young children. We have had the early edition of the *Children's Casket* by us for some years and can attest to its sterling merits and suitability for children.

THE SHILLING ARITHMETIC.—London, Longmans, Green and Co., By J. HAMBLIN SMITH.

This well-known writer of popular mathematical works needs no recommendation from us. It will fully serve the purpose for which it is

intended. It would be a good text-book in the subject for Lower Secondary schools in India.

STEWART'S ARITHMETICAL QUESTIONS, PARTS I. AND II. RELFE BROTHERS.

This book will be found to be specially useful to teachers and private candidates appearing for the Matriculation Examination of the Indian Universities. It contains a large number of short examination papers, which may be set by the teacher for weekly or fortnightly examinations. The miscellaneous examples well arranged in five grades according to difficulty, will enable any student, who works them out, to obtain a clear knowledge of the subject and solve the questions generally set by our ingenious Indian Examiners. We wish to suggest to the publishers that the Indian students would prefer having the answers appended to the book itself. We recommend the book to all teachers in the subject and specially to those who are employed in the Lower forms of Anglo-Vernacular schools.

LITTLE RAJA'S PRIMER OF INDIAN HISTORY, BY THE REV. G. U. POPE, M.A., D.D., London, Longmans, Green & Co. 1s.

Dr. Pope, whom we need not introduce to Indian readers, has put his best work into this little book of less than one hundred and thirty pages. To write a good elementary text-book on any subject, and more particularly on Indian History, requires many more qualifications than is generally supposed. Such a book is the result only of wide and deep knowledge, of an intimate acquaintance with the needs and difficulties of the young, and of the special power of expressing one's ideas in simple, forcible language. Dr. Pope, as evidenced by the *Little Raja's Primer of Indian History*, possesses all three qualifications to an unusual extent. We, therefore, most confidently recommend his little book to the notice of all those who are interested in finding a suitable introduction to Indian History for beginners. In Dr. Pope's Primer nothing of the first importance is omitted, little is present which should not find

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place in such a work, and everything is expressed in such simple, intelligible language as cannot fail to attract and therefore to leave an indelible impression on the youthful mind. We cannot say the same of most elementary Indian histories; and we say what we have said with the greater pleasure because Dr. Pope's Primer is remarkably free from those blemishes which characterise his larger *School History of India*.

AN ENGLISH ANTHOLOGY FROM CHAUCER TO TENNYSON, SELECTED AND EDITED, BY JOHN BRADSHAW, M.A., LL.D. Fourth Edition, London, Longmans, Green & Co., 1894. Price 4s. 6d.

This is a princely edition of the late Dr. Bradshaw's well-known *Anthology*. It is admitted on all hands that Dr. Bradshaw excelled in work of this kind, and no words of ours are needed to recommend a book which is almost universally used in our Indian Colleges. As for this particular edition, we cannot speak in too high terms of the way in which the publishers have done their part of the work. The book is a masterpiece as regards material, type, and spacing. It would make a handsome present at this time of the year, and one which would be valued by others than those for whom it was primarily intended, viz., College students.

THE WESTMINSTER HISTORICAL READING BOOKS, BY CHARLOTTE M. YONGE, *National Society's Depository*, Westminster, London.

The names of both the authoress and the publishers of this series of Historical Readers are a guarantee of the excellence of the work under review. Miss Yonge has been long and favourably known as a successful writer of books for children, while the National Society has for years achieved a reputation for the way in which it has exactly met the requirements of both teachers and pupils. The Westminster Historical Reading Books amply justify both these statements. The books are excellently graduated, simply and lucidly written, and beautifully illustrated. The type is bold and clear, the paper is of a superior quality, and the whole get-up is creditable to the publishers. We have no hesitation in highly

recommending this series of historical Readers to teachers and parents in this country. We have too many text-books of a kind in India, and too few of those bright and interesting Readers such as those before us.

ALGEBRA TO SIMPLE EQUATIONS, BY JOHN STEWART. (RELFE BROTHERS.)

The plan of this book, the twelfth of Stewart's Examination Manuals is similar to that of his "Home and Class Book of Arithmetical Questions." The two principal requirements here met are—(i) a large number of graduated examples under each rule, and (ii) papers of questions in all rules preceding that which the pupil will next study. The pupil of average ability is thus enabled to master the rules easily and to remember the rules that he has already learned. We can safely recommend this book for use in the Fourth and Fifth Forms of our High Schools. The get-up of the book is very attractive. The paper and type are all that could be desired, and reflects great credit on the publishers.

VIVEKA CHINTAMANI.

The December number of the *Viveka Chintamani*, a monthly magazine in Tamil issued by the Diffusion of Knowledge Agency, rightly opens with Pandit Natesa Sastri's chatty account of the ruins of Vijayanagar. The next important article is that on the elephant, which might have been greatly condensed and of which the facts might have been more neatly arranged. Fiction is represented by three serials which appear to be too many for so small a journal. The poetical pieces deserve no notice, and the letter from Gooselan might with much propriety have appeared on the page devoted to children. In one article Mr. Venkuswami Aiyer sets out Mrs. Annie Besant's views on Hindu women, and in another a Licentiate in Teaching points out how to teach young children, deriving much of his matter from the paper on "The First Teaching of Literature" read at the Froebel Conference by Miss Anna Buckland. The journal is on the whole a readable one, and deserves to be widely circulated. In conclusion we call attention to the numerous orthographical errors which disfigure almost every page.

ACKNOWLEDGMENTS.

The Editor acknowledges with thanks receipt of the following books.

MESSRS. LONGMANS, GREEN & Co., *Epochs of Indian History—Ancient India*, by Romesh Chunder Dutt, C. I. E., L. C. S.; *The Muhammadans* by J. D. Rees, C. I. E., L. C. S.; *Readings in Modern Prose*, J. Adam, M. A.; *Physics* by J. Cook, M. A.; *The Making of the Body*, by Mrs. S. A. Barnett.

UNIVERSITY CORRESPONDENCE COLLEGE PRESS, *The Tutorial French Accidence; A Manual of Ethics*, by J. S. Mackenzie, M. A.; *Tutorial Latin Grammar*, by R. J. Hayes, M. A., and W. F. Mason, M. A.

MESSRS. CASSELL & Co., *This World of Ours*, by H. O. Arnold-Forster; *Lessons in French*, by Louis Pasquell, LL.D.; *Round the Empire*, by G. R. Parkin, M. A.; *Complete Manual of Spelling*, by J. D. Morell, LL.D.; *The Child, What will become of him*.

MESSRS. RELFE BROS., *Aldersgate Atlas; School Geography and Atlas; Paul Bert's First Year of Scientific Knowledge*, XIIth Edition.

MESSRS. W. H. ALLEN & Co., *The Waterloo Reader*, by Richard Balchin; *The Problematic Arithmetic*, by Rev. A. D. Capel.

Kamala, A Story of Hindu Life, by the late Mrs. S. Sathianadhan, with a memoir by Mrs. Grigg. Messrs. Srinivasa, Varadachari & Co., Madras.

EDUCATIONAL INTELLIGENCE.

THE accounts of the Calcutta University for 1893-94 provide for an addition of Rs. 22,111 to the Reserve Fund, which is now possessed of securities of the nominal value of two lakhs of rupees.

THE Jaygopal Vasu Mallik Scholarship, like the well-known Premchand Roychand, provides an education in Europe for a term of years. The conditions of the new Scholarship have been recently published at Calcutta.

THE Mysore Durbar has founded, for the benefit of Mysore students studying at the Civil Engineering College, Madras, three Scholarships of the value of Rs. 33 a month tenable for three years.

THE Allahabad University has granted Rs. 1,000 toward the expenses of cricket and athletic tournament to be held in Allahabad at Convocation time.

DESPITE the persistent and somewhat bitter hostility manifested by the Buddhist ecclesiastics in Burma to the advance of secular education, the report for the past official year is a record of distinct progress. When it is remembered how short a period has elapsed since the Upper Province was in a state of savage chaos, the theatre of constant internecine strife and bloodshed, there is excellent reason to congratulate the Director of Public Instruction on the work that has been achieved, for there are now nearly a quarter of a million pupils under instruction, just under a hundred and forty thousand of whom were enjoying the advantages of the higher standard of education. There are now in round numbers ten thousand private institutions, giving elementary instruction, a hundred and eighty-three secondary, and four thousand six hundred primary schools.

GREAT progress was made during the last official year in the Survey Schools in Burma, to which twelve were added in Upper Burma and eight in Lower Burma. The average daily number of pupils on the rolls of these schools was 347, and we read that the demand for Surveyors is so large and the prospects of getting early employment are so good, that there is a steady inflow of students, which it is now proposed to check to some extent by raising the standard of qualification.

A CONTEMPORARY points out that one of the most regrettable results of the conversion of Fours is the loss of Rs. 8,000 per annum in the income of the La Martiniere School, Calcutta. The number of free scholars will forthwith have to be reduced, and, as a consequence, there will be no election of foundationers during this year.

WE learn from the *Times of India* that the Bombay Graduates' Association have written to the Director of Public Instruction offering to continue the publication of the *Educational Record*, provided he will extend to the Association the same patronage which the Department has hitherto given to the *Record*, with regard to buying a certain number of copies, and the publication therein of Departmental orders.

adeo cum damnatus eris (nam dubitatio damnationis, illis recuperatoribus, quae poterat esse?) virgis te ad necem caedi necesse erit (see Roly's Latin Grammar, Part II, pp. xcvii—c). But enough of fault-finding. The historical notes in the chapters on Accidence are judiciously compiled, and sound and accurate wherever we have tested them. The various prefixes and suffixes are especially well treated. We are thankful to Mr. Low for rejecting that figment of some recent grammarians of "a gerund in -ing" as distinct from "a verbal noun in -ing," and for his adoption of the only correct method of analysing a complex sentence, *vi.*, to analyse it first *as a whole*, and then analyse the dependent clauses separately. There is a system (if anything absurd and self-contradicting can be called a system) of analysis associated with the name of Morell which a brief experience as a University Examiner shewed us to be the "system" taught in all but a very few (the exceptions can be counted on the fingers of one hand) of the Schools and Colleges of the Presidency. On the whole in spite of the blemishes pointed out—with one exception of an unimportant kind—this work on the English Language may be strongly commended to teachers as well as students.

HISTORY OF EDUCATION IN THE MADRAS PRESIDENCY, BY S. SATHIANADHAN, M. A., LL. B., (CANTAB.), *Professor of Logic and Moral Philosophy, Presidency College, Madras, and Author of "FOUR YEARS IN AN ENGLISH UNIVERSITY,"* SRINIVASA, VARADACHARI & Co., 1894.

MR. Sathianadhan was for some time First Assistant to the Director of Public Instruction in Madras, and it was in this capacity that special facilities were afforded him to compile this very useful and necessary work. The author claims, and with justice, that his "is the first attempt that has been made to present to the public a continuous history of Educational operations in the Madras Presidency." The more credit is due to

Mr. Sathianadhan, because, while undertaking a task which would repel most writers, he has denied himself the one compensating pleasure of discussing the merits or defects of the different measures he has so impartially chronicled. For this reason Mr. Sathianadhan's book is not a work in which the general public will concern itself; but this fact will prove its best recommendation to all those who, professionally or otherwise, are interested in the development of Education in the Madras Presidency since the early part of the present century. To such, Mr. Sathianadhan's book will prove a trustworthy guide during a period in which has been initiated and organised the efforts of the English to give to the natives of the Madras Presidency the advantages of an English Education. Such a work as that before us must have been the result of much strenuous and continuous labour, of much thought and judgment in condensing and arranging the vast array of records and reports placed at the author's disposal by the Director of Public Instruction. No subject of education is omitted, and the curious enquirer will find much information on certain subjects connected with education which he would least expect to find, and which he would be at great pains to discover without the help of Mr. Sathianadhan's book. Such a mass of information, as is here condensed and brought together, would be of little value if it were not supplemented by a complete Index, and such an Index Mr. Sathianadhan supplies. In addition, there is a large number of Appendices making up and comprising nearly one-third of the whole book. These give in detail such important documents as Macaulay's Minute, the Despatch of 1854 and 1859, the recommendations of the Education Committee. We have said enough to show the importance and the permanent value of the "History of Education in the Madras Presidency," and we are at one with the Director of Public Instruction in saying that "the book deserves to be in the hands of every one engaged in education in the Madras Presidency."

THE TUTORIAL PHYSICS.—Vol. II. Text-Book of Heat 3/6; Vol. III. Text-Book of Light 3/6; Vol. IV. Text-Book of Magnetism and Electricity 5/6; by R. W. STEWART, D.Sc., W. B. Clive, University Correspondence College Press.

Second editions of the above volumes have reached us; and we gladly bring them before the notice of students of Physical Science. Dr. Stewart is a scientist who enjoys the reputation of being not only well acquainted with his subject, but of understanding how to treat it in a clear and attractive manner. The style of the books is simple; the matter well-arranged and the underlying principles of the subjects treated of accurately and concisely set forth. The scope of the books is rather beyond the limits of the Madras University Matriculation curriculum; but we can recommend them to those who are reading for their finals in Physics and like to have advanced work treated in a manner which, though simple, is not simple at the expense of scientific accuracy.

THE UNIVERSITY TUTORIAL SERIES.—Cicero's "De Senectute," edited with notes by Allcroft and Masson; Xenophon's Hellenica," Book IV., annotated by Young.

Both books are furnished with Introductions and Chronological Tables. The Introductions which have been carefully written, give the student all the information necessary for fully understanding the subject-matter of the respective texts. The notes, as far as we are able to judge from a cursory glance at them, are excellent of their kind. Without being too full, they afford the student all the help he really requires to enable him to see his way through the texts with care and accuracy. The object of this series, as we take it, is to furnish those students who cannot afford the luxury of tutors, with sufficient assistance to enable them to read the classics with intelligence, and ably is this object carried out in the two

books under review. Seldom has it been our pleasure to notice books like these where sound scholarship and clearness are so happily combined. We can heartily recommend these two volumes to all students, and they will do well to add them to their library, if they have not already done so.

"LATIN COMPOSITION AND SYNTAX."—ALLCROFT AND HAYDON.

This is another of the Tutorial Series, and an excellent little work it is. The plan of the book is similar to that followed by most works of this nature. There is first a carefully written syntax in which all the difficult constructions and usages of the Latin idiom are fully explained. A series of exercises next follows. These have been graduated with great care. There is also a vocabulary and an index to the syntax. We have gone through most of the syntax and find the explanations clear and to the point. Any student who will diligently read through this part of the book will gain a good insight into the idiom of the Latin language. This book is about the standard required for boys going up for the Matriculation Examination, and they would do well to purchase it. However, as long as the Madras University does not insist upon a knowledge of Latin composition, it is not likely that students will trouble themselves much about it, if they can escape by merely cramming up the text. This is a great pity, for loose scholarship is always to be deplored, and there is no doubt that, if a student is not well grounded in Latin composition, his knowledge of the language will nearly always remain more or less superficial. Those matriculate students who intend devoting themselves seriously to the study of Latin, would do well to invest in this book, a careful study of which will do much to get them on the right track towards acquiring that knowledge of the language which ought to be the desire of every student.

THE local papers have been announcing the opening of a training school for teachers this month at Lucknow, but we are informed from that place that there is no ground for the rumour.

THE Government of India have sanctioned the creation of a Faculty of Science in the University of Allahabad, with power to grant degrees. The matter will come before the Annual meeting of the Senate three months hence, when a syllabus of subjects for the Degree of B.Sc. will be drawn up.

Two lady candidates have passed very creditably in the examination for the Degree of L. M. and S. of the Bombay University. Miss Helen Lander has carried away the Bai Heerabai Pestonji Hormusji Cama Gold Medal in Surgery, and Miss Manak Tarkhad has been awarded the Charles Morehead prize of Rs. 200 in Clinical Medicine, the Lord Reay Gold Medal, and the Medical Women Scholarship of Rs. 150 tenable for one year.

THE election of two graduates of the Bombay University, with a view to their nomination by Government as Fellows of the University, will take place in the Sir Cowasjee Jahangir Hall, on Monday, the 4th February, between the hours of 3 and 6 o'clock p.m.

THE Allahabad University, says the *Hindu*, has set apart a sum of money annually, to be spent in giving prizes to those who might come out successful in gymnastic sports held every year for the purpose. The youngest of all Indian Universities has stolen a march over those of Bombay, Madras, and Calcutta.

An important step in the emancipation of higher education in Bengal from dependence on official initiative and control, is about to be taken by the Indian Association for the cultivation of science. The Association has determined to open classes and arranging for courses of lectures in general Biology, Zoology, Physiology, Histology, Chemical Physiology, Experimental Physiology, Physical Anthropology, and Geology. Mr. Beenowari Lal Choudhuri, who is a B.Sc. of Edinburgh, and Dr. Sircar have promised the Association their services in the matter, and, with Dr. Mahendra Lal Sircar, will be the first lecturers. The experiment is a bold one, and will impose a very severe burden on these public-spirited gentlemen.

THE Senate of the Bombay University has decided to admit undergraduates of other Universities to

the B. A. Examination, notwithstanding the strong opposition on the ground that the University's control over the education of its graduates would be lessened. It was also decided that the privileges given to the B. A. and B.Sc. graduates of the Bombay University regarding admission to the L. L. B. Degree of the same be extended to the B. A. and B. Sc. graduates of other Universities.

At a meeting of the Faculty of Arts of the Bombay University, it was resolved to recommend the Senate to allow Zend and Pehlvi, the sacred languages of the Parsees, to be admitted in all the higher examinations in Arts.

A MOVEMENT has been started in Ceylon for the establishment of a College for the higher education of girls.

At a public meeting held in the Bangalore Literary Union premises on Thursday, the 20th of December 1894, to consider what steps are to be adopted to secure a representation on the Madras Senate, the following Resolutions were proposed:—(1) That in the opinion of this meeting, the interests of the Kanarese language are not adequately represented on the Senate of the Madras University as at present constituted. (2) "That with a view to secure proper representation, H. E. the Governor of Madras be memorialised to appoint by nomination, competent gentlemen as members of the Senate." (3) "That in the opinion of this meeting Mr. M. Rangachariar, M. A., is one of the most eligible scholars for the purpose." The last proposition was not adopted.

At the recent examination held on 19th November 1894 and subsequent days, for admission to the Civil Engineering and Telegraph Class of the Thomason College at Roorkee, in the Session of 1895-96, there were 52 candidates from all parts of India for the 20 vacancies. From the coming Session the college course is extended from two to three years.

THE Presidency College at Calcutta has arranged to hold its speech day every year. The local Presidency College is the only first grade college without a similar institution, though many of its Professors have already wished for it.

THE largest item of expenditure of the Punjab University for 1893-94 was the remuneration to Examiners, amounting to Rs. 27,684, while the cost

of conducting the examinations was Rs. 13,853. The total balance, however, for the year was Rs. 41,186.

THE Senate of the Calcutta University has decided that no official reporters are to be engaged in future to report its proceedings, for the reason that it is sufficient if the Registrar records the substance of the discussion in the minutes-book. Newspaper reporters will however be allowed to attend.

SIR ALEXANDER MACKENZIE remarks "that there must be a considerable development of higher education in Burma before a University of Rangoon can be founded."

A GOVERNMENT Resolution pronounces education to be making satisfactory progress in Bombay. The number of children receiving primary education increased during the year by nearly 17,000, and High School pupils by more than 3,000. The numbers for the Middle School have, on the other hand, shown a considerable falling-off. The College of Science shows an increase of thirty-five, while in the Law School there is an increase of sixty-five.

We are indebted to that excellent Periodical *The London Journal of Education*, for the following items:—

In Scotland a draft ordinance has been issued dealing with the establishment of a General University Court, whose duties will be to review the general interests of the Universities, especially in regard to degrees and examinations, to report on ordinances, and to report to the Secretary of State for Scotland matters upon which they may deem it of importance to represent their views, and upon subjects which have been specially referred to them from the Scotch Office. This, it need hardly be said, is a most important proposal.

It is worth recording that the Aberdeen University Library Committee has appointed two ladies as sub-librarians in the University. It is understood that these are the first appointments of women to official posts in any Scottish University.

In view of the great struggle in London, it seems worth while to observe that there has been recent and impressive testimony to the extent and the effi-

ciency of religious instruction in Scotch Schools. It is stated on high authority that not more than five or six per cent. of Glasgow school children take advantage of the conscience clause.

During the past month primary education in Ireland has sustained a severe loss by the death of Sir Patrick Keenan, Resident Commissioner of National Education, on the 2nd of November, at the age of sixty-eight. Sir Patrick Keenan not only possessed an able and comprehensive grasp of the needs and difficulties of Irish primary education, but also had the most minute practical knowledge of every grade and department of the present system, and an experience almost life-long of every phase and aspect of its working. He passed through all the several departments of the teaching staff of the Central Model School, then occupied various posts as inspector, and gradually rose to a unique position at the head of the whole system. It is impossible to estimate how much of the good which education has brought to the masses of the Irish people is due to Sir Patrick Keenan.

A matter about which our readers may feel some curiosity is the proportion of men teachers to women teachers in America. Is the "schoolmarm"—if we may use the term without disrespect—holding her own? The table thereto pertaining gives a very decided answer. In 1880 it was found that 42.8 per cent. of the teachers in the United States were men; ten years later the percentage had fallen to 34.5, whilst in 1891 it was further reduced to 33.7. In the last-mentioned year, of 368,791 teachers, in the United States, 224,342 were women. For some of the States the returns are most remarkable; thus, New Hampshire entrusts its educational interests to 305 men and 2,829 women. Justice compels us to add that economy, rather than a desire for efficiency, governs the distribution of labour. In the State last mentioned, schoolmistresses receive, on an average, 25 dollars a month, whilst schoolmasters cost 48; in Indiana, where the salaries of the two sexes are nearly equal, men form 51 per cent. of the teaching body. To sum up, it would appear that women teachers are displacing men because the larger supply of the former renders them more cheaply obtainable.

The London School Board Election is over; and the Progressives, having secured a majority of a hundred and thirty thousand votes, claim to have won a moral victory. The Moderates, however, retain the command of the Board: their majority of three being "small but sufficient." As I write, it is impossible to say what is likely to happen. Mr. Diggle is being urged to resign the Chairmanship by the *Daily Chronicle* and other Progressive papers, as well as by some of his own supporters, who would like to see the voting power of the party increased by one: but up to the present the Moderate leader preserves a discreet silence. Mr. Riley, the firebrand to whom the whole conflagration was due, still remains on the Board. To prophesy is a dangerous thing; but if I may venture to mount the precarious tripod for a moment, I should say that the Board is likely to let the circular sleep; that Mr. Diggle and his party, having received an unmistakeable rebuff, will leave transcendental questions alone; and that the two parties will unite in the solid if unostentatious work of improving accommodation, supervising the expenditure, and attending to sanitation and lighting. Just as I write, I hear that Mr. Diggle is likely to retire from the chair, which will be taken by Lord George Hamilton. Mr. Diggle is a shrewd man, and may think he will have as much real power if he is Mayor of the Palace to a *roi fainéant* as he would if he were nominally at the head of affairs. Lord George at the best of times is a very busy man; and should the Tories come back to power he would be instantly buried in some Imperial Office. Meantime we can only wait and hope for the best, leaving everybody his own best to hope for.

REVIEWS AND NOTICES.

THE ELEMENTS OF CO-ORDINATE GEOMETRY, PART I. *The Equations and Properties of the Right Line and the Circle.* BY W. BRIGGS, B.A., AND G. H. BRYAN, M.A., University Cor. Coll. Press. This is the second edition of an excellent book

published by the University Correspondence College Press. The experience gained in preparing hundreds of students for the Intermediate Arts and Science Examinations of the University of London has given the authors an exceptional insight into the difficulties of beginners. The arrangement of matter is very good, and copious explanations are scattered throughout the book to make it specially useful to private students. Difficult points are treated with a clearness and accuracy that we do not find in the classical works on the subject. A special feature of the book is the large number of illustrative diagrams, which will afford great assistance in revision. Great pains have been taken to begin and end on a page each important piece of book work. The book is pre-eminently an *Examination Manual*.

We commend the following extract from the preface to our teachers and students:—"The beginner is urged to keep in mind that the subject is *Geometry* and to represent his work graphically wherever possible. For this purpose paper ruled in small squares should be used, books of which can be obtained of most booksellers." The frontispiece consists of ruled paper divided into 13 x 21 squares in which the following lines, curved and straight, are carefully drawn:—

$$\begin{aligned} y^2 &= x; \quad x^2 + y^2 = 25; \quad y - x = 2; \quad 2y - x = 0; \\ x + y + 5 &= 0; \quad x + y = 4; \\ x + \sqrt{xy} - \sqrt{3} &= 0; \quad \sqrt{3}x + y - 3 &= 0. \end{aligned}$$

The last equation, however, is given in the form $3x + \sqrt{3}y - 3\sqrt{3} = 0$, $\sqrt{3}$ being a factor that ought to be removed.

Students accustomed to use section paper, will find no difficulty in tracing accurately the curves frequently met with in the Differential Calculus. The study of *graphs* is coming into prominence, and is being introduced even in books on Algebra and Trigonometry.

There is not a dull page in the whole book, and we hope that Part II. which is said to be in preparation, will realize the high expectations that Part I. has led us to form.

hand, an outside examiner is prone to set outside papers, papers which deal with those parts or aspects of a subject which none of the candidates have yet considered. Now, it is much harder to start in the large circle of ignorance and find where the much smaller concentric circle of knowledge begins than to pursue the reverse process. Thus injustice is sometimes done. On the whole, England has answered the question raised in the negative; Germany, whilst imposing safe guards, in the positive. Convocation answered in the English sense, rejecting the motion by a majority of fifty-seven to five. In an opinion, expressed incidentally, that there should always, if possible, be two examiners, we concur.

Though education in Hungary is legally free for the children of the poor and the working classes it is not compulsory. But the percentage of illiterates among youths of twenty, the age for conscription, sank from 35.1 per cent. in 1842 to 10.9 per cent. in 1890. This reduction is traced to night and regimental schools and to recent legislation with regard to the employment of children in mines and manufactories. Excess in drink on the part of parents still accounts for a residuum of backward children. The Government specially encourages an institution (crowned with great success in England) now two years old in Belgium, which has for its object the co-operation of the children of these schools against alcoholism. It has the title "Temperance Work," and invites children from the age of eleven to pledge themselves to abstain from gin and other strong drink till the age of twenty, and to make only moderate use of beer or wine. In August, 1892, out of 237 communal schools in one province 209 counted more than 3,000 thus pledged.

EDUCATIONAL NOTES.

PROF. W. T. SEDGWICK writing on the American College as a moral force says, that the moral influence of a College does not consist in the precepts which it offers, but on the practices which it fosters or allows; the degree of truth, honesty, and candour which it insists upon, the industry and persistence which it requires; and the examples which it maintains or commends of plain living and right as

well as high thinking. Judged by this test, he thinks that the American College makes strongly for righteousness. Its professors are given to plain living and high thinking. He concludes thus: mental fibre is higher than muscular fibre; but better than either of these is moral fibre.

COLLEGE Athletics and Health.—Speaking, in an address on the Influence of College life on Health, of College Athletes, Dr. Edwin Farnham says that "they are, as compared with the whole number of students, but few, and must always be so; for the true athlete, like every real artist, is born, not made. Much has been written about training, as if by some mysterious process an athlete could be developed out of any sort of material. As I understand training, it is a process by which a man is put into a condition which enables him to make the greatest skilled muscular effort of which he is capable, in a certain way, for a certain time. It may be beneficial to health, but that is not its object. You must have the proper material to work upon, or all the training in the world will be of no avail. At many Colleges large sums of money have been spent on the various preparations necessary for athletic contests, and a great deal of time and labour devoted to them. At some Colleges special privileges have been granted to the men composing the athletic teams. Has an equal amount of attention been given to the care of the health of the students, considered in the light of a subject in no way connected with muscular development? What I know about this matter relates mainly to Harvard University, but I am disposed to think that other Colleges would not be found superior to Harvard in this respect. I am, and for more than thirty years have been, interested in athletic sports, but I hold it true that the first duty of a great educational institution is to the scholar not to his intellectual needs alone, but to everything that makes for the preservation and improvement of health as well. None can know better than the body of physicians here assembled that the use which a man may be able to make in his life-work of the knowledge acquired during his school and college days will depend largely on the condition of his health. Physical exercise has been a mania for some time

and much nonsense has been written about it. Even so great an authority as Dr. Parkes says, in his *Practical Hygiene*, "Exercise is a paramount condition of health, and the healthiest persons are those who have most of it." Exercise in the proper amount is indeed one of the means conducive to the preservation and improvement of health, but there are others as important, and some more so. The scholar should always bear in mind that in his case exercise is intended as a means to health which shall enable him to do his proper work in the best manner. He should never try to combine great mental with great bodily labour. I feel sure, from personal experience and from what prominent athletes have told me, that this cannot be done with safety."

THE University of Chicago desires to secure for its Museum collections illustrating the various religions of mankind, and invites workers in foreign lands, and especially missionaries and teachers, to assist it and co-operate with it. A beginning has already been made in a collection which the university now holds as a loan of objects illustrating Shinto-worship and Japanese Buddhism; gathered by Edmund Hakkley in Japan. A catalogue of the Shinto specimens is published in illustration of the kind of objects sought, and for the guidance of persons who may wish to co-operate in the work of collecting.

FROM a return made to the Department of Science and Art, and published recently, it appears that the total amount spent on technical education during the year 1892-93, in England, Wales, and Scotland, was £529,718, and that the estimated total amount allocated to technical education for the year, 1893-94 was £896,328. Forty-one out of the forty-nine county councils in England are applying the whole of the residue received under the Local Taxation (Customs and Excise) Act to technical education, and eight a part of it to the same purpose. Of the councils of the sixty-one county boroughs, fifty-three are devoting the whole of the residue to technical education, and seven a part of it. The thirteen county councils and the three county boroughs in Wales and Monmouth are not only devoting the whole of the residue to

intermediate and technical education, but six of them are also levying a rate, or making grants out of the rates, for the same purpose. In the case of Scotland, twenty-three out of the thirty-three county councils are applying the available funds to technical education, and seven a part. Of the 194 burghs and police burghs, however, 122 are applying the whole to the relief of rates.

THE English Education Department has started upon a detailed inquiry into the sanitary condition of the Schools, and with this purpose has issued forms to the Inspectors embodying questions bearing on that subject, to be filled up by them. The thirteen questions relate, for the most part, to the site, structure, and sanitation of the schoolrooms inspected. The Inspectors are required, in noting any matters calling for alteration, to press for immediate attention to them, and are given power to use their discretion in enforcing changes. They are also instructed to bring under notice of the managers and the department serious defects in the convenience of the school-rooms for teaching purposes, or in their sanitation, with a view to their immediate removal. The objects of this action are to find, for the purpose of applying adequate means to secure efficiency, how far each existing school falls short of modern requirements, and to furnish a complete statistical record of the condition of school premises throughout the country. Other subjects concerning which inquiry might be made with advantage have been suggested, among which are the lighting of the rooms; the most appropriate closets and their number; the most suitable arrangements for washing—whether basins shall be continued or whether they shall be done away with and replaced by a stream of running water, affording a means of obviating the danger of communicating parasitic and contagious diseases; and the physical and mental condition of the pupils.

THERE are, it is said, 179 Colleges in America devoted to the education of women with 24,850 students and 2,225 teachers, of which latter 377 are men and 1,648 women. Young girls there, are particularly interested in biology.

THE ENGLISH LANGUAGE: ITS HISTORY AND STRUCTURE. BY W. H. LOW, M. A., (LOND.): London, W. B. Clive. 3s. 6d.

We are pleased to call attention to the second edition of this sound and scholarly volume of the well known University Correspondence College Tutorial Series. Though specially written to suit the requirements of London University Matriculation candidates, Mr. Low's book will be found extremely useful by Indian students as well—especially by those preparing for the B. A. Degree Examination. To such we can strongly commend Chaps. I. to VIII. on the Relation of English to other Languages, the Chief Changes that have taken place in the Language, the Sources of the Vocabulary, the Alphabet and the sounds of English, Grimm's Law (since some Madras University Examiners will insist upon inflicting on the unfortunate examinees questions upon Grimm's Law and even upon Verner's Law!), Gradation and Mutation, and the Transposition, Assimilation, Addition and Disappearance of Sounds in English. The remaining chapters on Grammar (Chs. IX to XVII, Accidence, Chs. XVIII, XIX, Syntax with Parsing and Analysis, and Metre, Ch. XX) are a marvel of compression, though in the case of Pronouns the compression has been carried too far. It is in this part of the book that we have noticed a few defects that we trust will be removed in the next edition. Mr. Low does not seem to have made up his mind about the exact use of the term *Case* in English: compare § 112 with § 114. Nor is the explanation of the term *Possessive Case* in the former section sufficient to account for its use in such expressions as "the *Tsar's* marriage," "the *Moon's* Orbit," "*Shakespeare's* plays," "the *Queen's* rebels." On these points our author may consult with advantage Mason's English Grammar: *Addenda*, p. 261 and § 71 respectively. Then again it is incorrect to say that "Sex and Gender are synonymous as far as English is concerned" (p. 85) and to speak of the "Sex" of a Noun or Pronoun (p. 184). "The use of *to be* in

forming a passive is analogous with *have* in transitive verbs" (p. 150), is a very slipshod sentence. By the way, when pointing out how the passive voice is formed in English, it would not have been amiss to caution students against the too common error of supposing that whenever a part of the verb *to be* is followed by a perfect participle, a passive form is necessarily produced. In "*I am surprised at this*" there is no passive at all: the use of the preposition "*at*" clearly shews this. Yet hundreds of unfortunate learners in the Presidency use a book in which they are told that such sentences as "This does not surprise me," and "Attention watches his lips," may be "re-written in the passive by carefully using a suitable idiomatic preposition after the passive verb"! The definition of an Adverb in § 200 is imperfect—it will not, for example, explain "This man, *once* the possessor of a large fortune," &c. A preposition is said (p. 170) to be "used to join a noun or pronoun to a noun or other part of speech to indicate some relationship between them"! Does the preposition *in* when we say "a dog in the manger" show that the noun "dog" is in the noun "manger"? Far the most serious blemish in the book, however, is the thoroughly erroneous view of the Subjunctive Mood taken in §§ 163 and 232. We think it is high time to protest against the monstrous error so widely prevalent that in hypothetical and conditional sentences the indicative is used only when the condition is a fact (as Mr. Low implies), and that the Subjunctive present is "used with the idea of insisting on the notions of doubt or futurity more strongly than is already done by the Conjunction" (p. 181). Since, as March observes (Anglo-Saxon Grammar, § 421), "the Teutonic Subjunctive has the general range of the Latin Subjunctive"—English and Latin being both Aryan languages—the error can be easily exposed by a reference to Latin. Two quotations from Cicero will suffice. (1) "*Excitate eum, si potestis, ab inferis*" (see Bradley's *Arnold*, pp. 282-3); (2) "*Si damnatus eris, atque*

Several times within the last ten or fifteen years projects have been formed combining Italian teachers in some sort of general association. To promote this end, a congress was summoned to meet at Milan on the 3rd of September in the present year. The meeting, presided over by Professor Rho, of Turin, was attended by about five hundred schoolmasters and schoolmistresses. It was decided that complete organization could only be obtained by means of district federations, and a vote was passed in favour of the immediate formation of such a society for Lombardy. A committee of six was nominated to prepare the plan of a great national federation of all teachers. We believe that the action of our Italian *confrères* is conceived in the right spirit. There is one work of education, and all who are engaged in it may properly associate themselves together as members of the same profession. As far as learners are concerned, Signor Baccelli, the Minister of Public Instruction, has revived his former scheme for bringing primary and secondary schools into relation with each other. Boys who have reached the fifth class of a primary school and can pass a qualifying examination receive a certificate which allows them to enter a secondary school without further difficulty.

The new regulations for higher girls' schools in Prussia still afford matter of discussion in scholastic circles. On the 4th of October they were debated by the general committee of the Verein für das höhere Mädchenschulwesen, representatives of the Ministry being present. The general feeling was expressed in six propositions:—(1) The Verein feels grateful that the long desired State regulation of higher girls' schools has been begun by means of the provisions of the 31st of May. (2) It is in general agreement with the scheme formulated. (3) Assuming that attendance at school begins with the sixth year of life, the Verein believes that a ten years' course (not a nine years') is indispensable for the higher education of German women, and that the need of the longer period has been shown by experience. (4) Voluntary courses in special subjects are not a sufficient compensation for the tenth year, which has been dropped, though they would meet the want often felt of some means of continuing study after the tenth year.—We note here the curious fact that assemblies of schoolmen invariably

pronounce in favour of a prolongation of the time spent at school, from which may reasonably be inferred a desire that the schools should teach more than it does now. (5) The Verein is in complete sympathy with the intention, shown by the administration, of strengthening the influence of women in the higher classes. It sees in every schoolmistress the natural assistant of the headmaster, but fears that the appointment of a special assistant will endanger the government of the school, and will lead to insurmountable difficulties.—Modesty does not prevent us from interpolating the remark that this was our comment as soon as the regulations reached us.—The scientific training of women should be undertaken by the State, not left to private initiative. (6) The Verein laments as injurious to the position and operation of the schools their non-recognition as higher educational institutions (*höhere Lehranstalten*). A declaration on the part of the women teachers present was read, conveying plainly enough an intimation of their desire for still greater participation in the higher teaching of their sex. And, indeed, it does seem strange that Germany, in much so liberal, should be, in respect of qualifying women to teach women and so providing them with work to do, far behind many of her neighbours. The headmaster of a boys' school *once* lamented to the writer of this note what he described as the one great mistake of his life. It was that he had not employed a lady to teach his sixth form mathematics.

Ought professors and other teachers to be the examiners of those whom they have taught? The question has been raised in the Convocation of the Cape of Good Hope University, upon the following motion:—"That in the opinion of this Convocation such changes in the University regulations are desirable as will allow lecturers and teachers to take part in the conduct of examinations qualifying for certificates and degrees, and that Convocation respectfully petition the University Council to take such steps as may seem expedient for the carrying out of this purpose." Against such a proposition it may be urged that the teacher knows beforehand pretty accurately the limits of his pupil's studies, and that the effect is cramping; moreover, he may possibly be influenced, though unconsciously, by personal feelings of like or dislike. On the other

Speaking at the distribution of prizes to the successful candidates of the Kurrachee Grammar School, Lord Harris said, in reference to the girls, that he had heard at home that a new species of woman was being evolved called "New Woman," who did not appear attractive; but speaking from his own experience, he had found but very few women, be they young, or new, or old, were other than charming, and he did not believe that any amount of education would alter the real character of English women, or make them less true, loving, and helpful, or in any way different from women.

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country have to be taken into consideration; but still, when all is said and allowed for, it must be confessed that much less is being done in this country with regard to technical education than the exigencies of the case demand. It is well for those who pooh-pooch this subject to be reminded that no less than seven hundred scholarships have lately been awarded by the Technical Education Board of the London County Council, and that the wish has been officially expressed that the scholarships may soon amount to the annual value of £30,000. According to a recent order of the Madras Government, it would seem that the princely sum of Rs. 300 per mensem is the amount which is actually spent for the forwarding of technical education in the Madras Presidency. It is needless to say that for all the good such a sum can effect it might as well be diverted to a totally different purpose. The pessimistic view taken by Government on the subject of technical education is evidenced by the miscellaneous use which is being made of the premises of the Technical Institute in Madras. The Madras Dramatic Society, the Literary Society and the School of Music are all welcomed to a building which should be the exclusive property of the Technical Institute. As an antidote to this melancholy state of affairs, the Government would do well to listen to the cheering and inspiring words of Lord Playfair than whom no one in England has taken more interest in the subject of technical education. He writes thus in the New Year's number of the *Polytechnic Magazine* :—

"In the year 1895 the Polytechnic Institution alone will have between 14,000 and 15,000 students and members. This is an astonishing result to a veteran educationalist like myself, who remembers the time when there was not a single student throughout the entire king-

dom who could obtain a technical education. After the Great Exhibition of 1851, of which I am the sole survivor of its Royal Commission of Management, when we learned by comparison with other nations that industrial competition was resolving itself into a competition of educated intelligence, instead of, as formerly, one of local advantages or cheap raw materials, I associated myself with a few active men and began the crusade for technical education. At that date (1851) there was only one institution in Glasgow and none in all the rest of the kingdom that could be considered technical in any sense. Very slowly, but surely, the want was admitted, and technical Schools and Colleges were founded, and now there is not a single large town without Schools or Colleges devoted to technical education. What has compelled this country to make such marvellous advances? Formerly the possession of iron, the source of strength, and of coal, the source of power, gave to England its character as an industrial nation. But gradually iron and coal were found as cheap in other countries, or they could be acquired cheaply by other nations through improvements in means of transport by sea and land. Industrial competition then became converted into a competition of intellect. The nation which becomes the most educated nation will become the greatest nation—if not to-day, certainly to-morrow. An ignorant workman is still called by his employers 'a hand.' Future employers must count their workmen by 'heads' as well as by hands. Our Polytechnic is taking part in permeating the people with general as well as technical instruction, and so is helping to lay the foundation for the continued prosperity of this nation in the ever-increasing competition of the world."

* * *

We are pleased to notice that the Education Department in England has borrowed from America the idea of appointing a "Director of Special Inquiries and Reports" who will obtain special information and issue special reports, from time to time, in relation to educational work at home and abroad. We are further pleased to hear that the appointment has been offered to and accepted by Mr. M. Sadler, M. A., Student of Christ Church, Oxford, and Secretary to the Oxford University Extension Delegacy. Mr Sadler, who is one of the Royal Commissioners on Secondary Education, is a young man who will do ample justice to the appointment. He is a cultured man of radical tendencies as regards the educational needs of England, and has come rapidly to the front of late years—chiefly through the instrumentality of the Oxford Extension Movement. It is evident that the new office established by the Education Department authorities will closely resemble the 'Bureau of Education,' U. S. A., over which presides Commissioner Harris. The 'Bureau' has done incalculable good, not only in America, but in every country where its publications are received. It collects with immense labour information and statistics respecting the different States and, by disseminating the same, it has considerably helped to bring the States into some sort of educational unity. The information, too, which it is constantly gathering from abroad on foreign systems of education is invaluable. The new office in London will in a similar manner do something towards giving unity to the different grades of education in England which now exist as so many isolated units. It will also do much to enlighten the English teacher and public on the subject of foreign educational systems. Cer-

tainly such enlightenment is needed!

* * *

We would like to draw the attention of our readers to the interesting article on "a Day at St. Aloysius' College, Mangalore" kindly contributed by a member of the College staff. It contains one or two points which should interest all those engaged in teaching, such as the Study Hall system, the principle of Emulation and the active part taken by the Professors in the out-door games of the students. The methods employed, as described in the article, plainly show that the Society to which the Professors belong uses now as ever every means to give the pupils who come under its influence as good an education as is within its power. Mr. Quick in his remarkable book 'Essays on Educational Reformers' bears witness to the work which the Jesuits accomplished after the Reformation. "With their talent for organisation they framed a system of schools which drove all important competitors from the field and made Jesuits the instructors of Catholic, and even to some extent of Protestant, Europe." This is not the place to enter into particulars of all that the Jesuits did and accomplished, what means they took to secure perfect discipline and obedience among their pupils. But we cannot help drawing attention to the fact that the worthy Fathers of Mangalore, in stimulating the principle of Emulation among their pupils, are simply employing precisely the same methods which were in vogue centuries ago. If our readers will refer to Payne's 'Lectures on the History of Education' they will find that the article in the *Review* is a nineteenth century version of the old, but not obsolete, methods employed by the Jesuits. It is this that makes the article both interesting and valuable.

TEACHERS' ASSOCIATIONS.

If an English Elementary schoolmaster were to study the educational system of India at first hand, nothing would give his feelings so profound a shock as to find that Teachers' Associations were almost unknown in this country. In England Teachers' Associations abound; each locality has its local association and is closely connected with a central body which gives cohesion to the various local associations throughout the country. The average English schoolmaster could not exist without his Association with its monthly meeting whither he may repair to exchange views with his fellows, give vent to his grievances, and participate in those social gatherings which make a pleasant break in the dull routine of duties. Here at least he feels that he is a member of a real profession which, despised as it may be by the recognised professions, is slowly though surely raising the status of the Elementary schoolmaster in the eyes of the public. If our worthy friend is an ambitious and enthusiastic member of his Association, he may look forward to appearing as a delegate at the great Annual Conference which meets at Easter at some appointed centre. In this capacity he receives a still further accession of pride in that he is one of a Conference the members of which are fêted by Mayors and Corporations, interviewed by M. P's, honoured by the Universities, and whose oracular utterances are noted by the Press and wired to the distant corners of the country. The Public School master and the Grammar School master look down with contempt on all these associations, and steadily refuse to fraternise with men who, coming from a lower social class than themselves, have never seen the inside of a University,

except perhaps on those fitting occasions when the University Extension movement holds its sway during a week or two in the older universities. The Middle-School and Private School master is in a truly lamentable position. The Public School master will not, as a rule, look at him, while he himself is too proud to make common cause with the Elementary Schoolmaster. He has, therefore, his own associations—of a kind, but his position will remain an anomalous and unenviable one, until the Government takes means to rid the teaching profession in England of the quacks who bring discredit upon the *bonâ fide* members of that profession.

Much has been said of late of the position of the schoolmaster, and truly from many points of view the teacher's lot is not a happy one. In England the teaching profession will not rank as a true profession until the registration of teachers is insisted upon, and until the passing of some recognised test is considered necessary as a qualification for teaching. All classes of teachers must have their associations for giving cohesion and strength to the many members of the profession. These are among the surest means of making teachers as a class both self-respecting and respected; and they are means which, there is every prospect, will be employed in the immediate future in England. In India, although there are many advantageous circumstances favouring the formation of Teachers' Associations, such associations can hardly be said to exist. Here there are no such distinctions between the Primary, Middle, and Secondary School teachers as exist in England. In India all classes of teachers may be trained in one institution. In the Teachers' College, Madras, there is always a certain proportion of Matriculate, F. A. and B. A. students, who, having

gone through their course, take up their appointments in different kinds of schools. But besides this very great advantage of the absence of a social distinction between the teachers of different grades of schools, there remains the equally important advantage of the fact that in India all classes of teachers are subjected to the ordeal of recognised tests. These two points alone widely differentiate teachers in India from the corresponding class in England, and they are points which should make the formation of Teachers' Associations in this country a comparatively easy task.

It is scarcely necessary to argue that the existence of such associations would do much to improve the position both of teachers and of education in this country. Such has been the result in every country where Teachers' Associations have been established, and there is no reason to believe that similar results would not follow in India. England and America have led the way in this matter. Germany, in which country pedagogues are generally badly paid, is following suit. In America such Associations abound, but they exist chiefly with a view to increasing the teacher's store of knowledge and his ability to teach. Little is heard in America of agitation for improving the teacher's material position. An Association which exists solely for the purpose of obtaining the best possible terms for the teacher is likely to become an unqualified nuisance; but it is difficult not to believe that the present very unsatisfactory condition of the teaching profession in America would be improved if the various Associations in that country made it their policy to take means for securing a better position for teachers. As it is, an able man rarely thinks of devoting himself to a teacher's life. He uses the profession merely as a stop-gap, awaiting his

opportunity to desert it for a more lucrative and ambitious calling. Hence the large percentage of women who act as teachers in America, many of whom have had no special training for the work, and accordingly do not display the best aptitude for teaching—and this quite apart from the general question as to the desirability of employing young women to teach grown-up, manly boys. The zeal with which American teachers devote themselves to courses of study, in season and out of season, is to be commended; but if the authorities would recruit the teachers' ranks, with able and devoted men, they must encourage the various Associations to take all legitimate means to secure such favourable terms for teachers as will counteract the peculiar inducements which the other professions in America at present offer. It is in England that this aspect of the teacher's profession has received the most persistent attention, and certainly with the best possible results. A steadily decreasing number of people look askance at the National Union of Elementary Teachers in England as a body of men united for the sole purpose of securing the largest number of pounds, shillings and pence to each individual member. It is true that the members of the Union have this failing in common with most men; it is true they are surely freeing themselves from the petty tyranny of many a squire or parson who has hitherto looked on the Village School as peculiarly his own property; that in their collective capacity they have brow-beaten inspectors and commanded the respectful attention of the Education Department; that they have aired themselves and their views at monster Conferences. These are the things that are seen and which constitute questionable benefits in the eyes of some most closely concerned. It is not seen, or not so

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All contributions, books for Review, &c., should be addressed to the Editor, Mysore. Articles and communications intended for publication in the succeeding issue, should, as far as possible, reach the Editor not later than the 20th of the month. The Editor solicits contributions on all subjects of educational interest.

All remittances and communications regarding advertisements should be forwarded to the publishers.

The Educational Review.

That well-known periodical the *Saturday Review* has shown many signs of improvement since the change of Editorship was announced a few months back. The tone is distinctly higher, while the good old 'slashing' days seem to have returned. Woe betide the luckless victim who falls beneath the crushing, merciless strokes of our contemporary! The *Saturday Review* has of late been distinguishing itself by a series of vigorous attacks on the newly-formed Literature School at Oxford. As a part of this assault, and as, in a way, a sort of justification for it, the *Saturday Review* has been using its surgical knife, in an interesting though

somewhat cruel way, on some recent annotated English classics issued by the Clarendon Press. Of the Clarendon Press edition of Shakespeare's *Hamlet* the *Saturday Review* remarks:—"A better illustration, we do not say of the subjection of literature to philology, for this would very imperfectly represent the fact, but of the absolute substitution of philology, and of philology in the lowest sense of the term, for literature it would be impossible to imagine." Certainly the illustrations with which the *Review* supports its case justify this severe criticism. We draw attention to the matter because it affords us the opportunity to remark how much the study of English classics in India has suffered at the hands of wrong-headed or incapable annotators. If students in England suffer by being made to cram up the superfluous notes of English texts, Indian students suffer incomparably more. It is a well-known fact that University students in this country secure by far the greater number of marks on those questions in their English texts which can be answered by a knowledge of the notes; whereas, they generally fail when asked to elucidate the meaning of an ordinary piece of English prose

in the form of a simple paraphrase or otherwise. How many of our students can give what is often an unnecessary or meaningless etymology, when they would utterly fail to give a simple outline, say of one of Shakespeare's plays, or even of any one single speech? It is certainly true that most of our annotated text-books do not lead students to get a comprehensive grasp of the subject-matter or of the line of thought which runs through the text, to say nothing of the just appreciation of the best passages.

* * *

The career of the late Sir T. Muthuswamy Iyer, K.C.I.E., whose death we all deplore, offers a remarkable example to Indian students of what perseverance and ability may effect in this country. Born of poor parents in 1832 in the Tanjore District, he had none of the many advantages which fall to the lot of the poor student now-a-days. After having received an elementary knowledge of Tamil, Muthuswamy Iyer at a tender age was obliged to seek his own living. He owed much to a Tahsildar of Tiruvarur, who kindly employed the boy in his office, and who better still taught him the elements of the English language. Young Muthuswamy's assiduity and ability were such that the Tahsildar sent him to the Mission School at Negapatam. Shortly afterwards the same gentleman sent him to the Madras High School, where he soon distinguished himself as a scholar, and gained for himself the intimate friendship of such men as Sir Madhava Rao, Sir Henry Montgomery and Mr. Powell, the Principal of the High School. Mr. Powell took a special interest in the young man, and had his reward by seeing his pupil carry off most of the prizes and

honours that fell within his range of studies. In particular Muthuswamy won, in 1854, the prize of Rs. 500 for the best English essay on the subject of "National Vices and how to rectify them." This essay attracted the notice of the Council of Education by whom the prize had been instituted; and it may be said that Muthuswamy had now reached that point in his career when his future was assured. An offer was made to send him to England to study for the Civil Service, but domestic arrangements prevented its being accepted. Into his career as a tutor and a Deputy Inspector of Schools we need not enter. His connection with the Education Department was short-lived. He was soon transferred to Tranquebar as District Munsiff, and thus began a career which ended in a seat on the High Court Bench. In spite of his heavy duties Sir Muthuswamy Iyer continued to practise those studious habits which he had contracted as a young man; and of him it may be said that he remained a student to the very end of his life. Thoroughness in all he studied and did was a notable characteristic of Sir T. Muthuswamy Iyer. This essential qualification for success in life characterised both his student and judicial career. His life is a proof that a man, irrespective of race or creed, who shows real merit, does not go unrewarded in this country.

* * *

Comparisons are not only invidious, they are often misleading. To freely cite what is being done in other countries with regard to technical education as a sort of reproach to those who are responsible for that subject in India, is scarcely a fair way of proceeding. Special circumstances in the latter

Technical Education.

generally acknowledged, that the Union has been the means of averting or amending legislation injurious to the best interests of education, of securing the withdrawal of the principle of payment by results whereby cramming had usurped the place of education; that it and similar societies have been the means of creating an *esprit de corps* among teachers, and of creating an amount of intelligent interest in great educational questions among the members that have gone a long way to make the profession of Elementary teachers a *bona fide* profession. Thus it may be maintained that if the purely professional interests of the teachers have been a leading object with Teachers' Associations in England, the higher interests of Education have not been neglected. On the other hand most of the Secondary teachers of England who enter the teaching ranks without let or hindrance, without any sort of preparation or test of capacity, have no professional vitality and no Association to look after their interests. The independence of the Elementary teacher is foreign to them; they exist as isolated units, depending entirely on the good-will and mercy of the head-master. The Registration of Teachers is a certain result of the Commission on Secondary Education which is now sitting. Sooner or later, such registration must be complemented by a Test which will do much to increase the proficiency, the material interests and independence of the Secondary teacher. In connection with this question of the establishment of Teachers' Associations throughout India, it is interesting to note that Italy, but lately become a nation, is becoming alive to the importance of uniting Italian teachers in some such Associations as we have indicated, and that steps have lately been taken to ensure such combination by means of district federations.

When will India follow suit? When will the teachers of each Presidency, of each State, make common cause and so forward both their own interests and those of the general cause of Education? It will be said that we have enough of Congresses and Associations of a sort in India. But the most hostile opponent of the National Congress cannot but concede that the same kind of machinery employed by the latter body would go far to regenerate the cause of Education in India if judiciously employed by teachers. What is wanted in this country is to create a pride in the teaching profession, to awaken an interest in educational questions, to disseminate views on the methods of teaching and the theories of Education. No better means for the achievement of these objects can be found than in the establishment of Teachers' Associations throughout the country. Every district or important town should have its Teachers' Association, and each year should see a large central meeting where the broad questions of education might be discussed. A few associations are in existence in the country but they exist as isolated units, and there are important localities where such associations are entirely unknown. A year or two ago some attempt was made to make the Teachers' College Association at Saidapet the parent association of a number of local associations to be started by students in the different localities of their appointments. The scheme fell through, as fall through it must, if it is ever seriously sought to make the Teachers' College the home of the parent association. For that College is situated at an inconvenient distance from Madras, while the members of the Association come and go, like birds of passage, year by year. A parent association needs, above all, members who have assured and permanent appointments. It is absurd to

expect young and untried members of the profession to manage an intricate organisation such as the parent association would have command over. Were the Association managed by members of the College staff some definite results might be expected. As it is, the authorities studiously avoid taking the management upon their own shoulders, and extend nothing but a courteous patronage to the Association. The Teachers' College being under the direct control of the Government, one can scarcely expect from the College authorities any other attitude. The fact is, the parent association needs to be located in the Presidency town itself, and to be composed of teachers from the different schools and colleges. The same is equally true of both Bombay and Calcutta. But so long as the Government Service remains a coveted bait, so long will it be found difficult to induce a certain class of men to enlist themselves as members of Teachers' Associations. This is the one serious obstacle to the formation of Teachers' Associations in India. What is wanted above all is a number of men of light and leading who will lead the way, men of generous impulses who have the cause of Education at heart and who will devote themselves unreservedly to forwarding a movement of the merits of which there cannot be any question.

Some of these necessary conditions for the successful working of such associations are to be found in the Association of Women Teachers, Madras. Many experienced ladies of position take an active part in its proceedings. At its monthly meetings papers are read, model lessons are given, and discussion invited. As far as it goes, the Association is doing admirable work.

It is to be hoped that before long a serious effort will be made to give each important

locality throughout India a Teachers' Association. Then only will the teacher take a pride in his profession, become more efficient as a teacher, and take the surest means to improve his position materially.

THE STUDY OF BOTANY IN INDIA.

The wild plants of India are known all over the world for yielding substances of great value in medicine, the arts, and domestic economy. Some of the most handsome flowers, the most fragrant perfumes, and the most active drugs are obtained from the rich flora of this country. With such a wealth of vegetation, it is rather surprising that the natives in the olden times did not attempt to arrange the plants according to some relative order. Beyond classifying the plants according to their heating, cooling, drying or moistening action upon the human system, the hakims, who alone made any study of flowers, did not advance in their knowledge. The natives have always been keen observers of the natural qualities of plants, but in examining the structure of the different parts of the plants and reducing them to families and classes, such as the true science of botany requires, nothing whatever has been done.

The different European nations, soon after their acquisition of territory in India, delegated their scientific men to investigate the produce of the country and to learn the secrets of the indigenous manufactures and trades; and accordingly much valuable information was gathered by the early travellers in India, and forwarded to the West. In the seventeenth century, Garcia ab Orta, the physician to the Portuguese Viceroy at Goa, made a collection of useful plants, and published an account of them in a book called the

confusion of native names given to plants and the great price of standard works of reference. The native names have been utterly discarded by many eminent botanists, and the sooner the scientific names are adhered to the better will it be for those whose callings have to do with the vegetable kingdom. There are other hindrances to the study of botany in this land which might be mentioned, but students need not be reminded that there are hindrances to the acquisition of every science; and they most enjoy the fruit of knowledge who have laboured for it.

DAVID HOOPER.

IS HISTORY A SCIENCE?

I.

In the January number of this Review, Mr. Manley has given a number of reasons in support of the conclusion that 'we cannot but regard History as a Science, more or less.' As the matter is of no little interest and of some importance to the schoolmaster, I am glad of the opportunity kindly afforded me by the Editor, of stating over again some of the chief arguments which have induced many persons, to question the truth of this 'truism,' and to assert that human history neither is now, nor is ever likely to become a Science, strictly so called.

First of all it may be well to clear the ground. It is one thing to question the validity of the scientific method as applied to history, it is quite another thing to regard history from the point of view which Mr. Manley evidently supposes to be the only alternative, to 'treat history,' that is to say, 'as a mere arbitrary arrangement of unrelated facts, happening at random, and strung together like so many variously coloured beads.'

Now whatever may be said of 'annalists' and 'chroniclers,' it is perfectly certain that no writer generally honoured by the name of historian has ever treated history after this fashion;—neither Mr. Froude nor another,—has ever contended that chance is the sole ruler of this universe, or denied the existence of a Law regulating all mundane affairs. 'Likely enough,' says Froude, 'there is some great "equation of the universe" where the value of the unknown quantities can be determined. But we must treat things in relation to our own powers and position; and the question is, whether the sweep of those vast curves can be measured by the intellect of creatures of a day like ourselves.' No one questions the 'Law of Universal Causation,' but many hold that the Law is 'too deep for our scanning.' We may go further: no eminent historian has ever neglected to treat facts as in some sort related to each other; to endeavour to discover some at least of the causes governing historical phenomena, and to state them either expressly or by inference. Froude himself, for instance, leaves us in small doubt as to what he considers the main causes and effects of the Reformation to have been.

All this has been done repeatedly, and will be done again, so long as the thing called History continues to be written. Only this is not science: this is not that 'Scientific Method,' which, as Mr. Manley rightly observes, 'is pleaded as the condition of the successful treatment of any branch of human knowledge.' The method of history hitherto, has been and, as the present writer thinks, always must be, rather literary than scientific.

Let us see what these claims of Science accurately are. Happily, Professor Karl Pearson, who may not unfairly be cited as representing the new school, has in his 'Grammar of

Science' tabulated them with exquisite clearness. History, according to him, can never be anything but a dilettante sort of business, until all its facts 'are seen to fall into sequences which can be briefly resumed in scientific formulæ.' (*Grammar of Science*, p. 425). That is to say, History rightly treated, will regard its facts as in themselves of no importance or value, unless they can be fitted together in such a way as shall clearly demonstrate the existence of certain general laws,—laws which in any age or in any country may be observed constantly at work in the evolution of mankind. The business of the historian is to discover these 'formulæ.' With the help of the formulæ (when discovered) he will briefly sum up the scientific results obtained from the analysis of all historical material. We shall then know all about the hows and whys of things. We shall understand exactly why mankind has inevitably advanced on certain lines in the past; and we shall know with no less definiteness the lines on which it must advance in the future.

This is what science is going to do by History—when she has got time. Meanwhile it is obvious that little or nothing has been done in this direction. 'Science has yet to do a pioneer's work in the field of historical method.' (*Grammar of Science*, p. 427). As the thing that science does not know 'isn't knowledge,' it follows that up to date there has been no historical 'knowledge' at all. Mr. Karl Pearson is very explicit on this point. In a long foot-note he criticises certain recent workers in the field of history who, it appears, have really been doing their very best to be 'scientific.' But even these are found to fall into the sins of their predecessors, and to conduct themselves so shockingly in the matter of drawing conclusions, that science

holds up her hands in sheer horror and amazement.

Now, all this is very distressing. All these volumes upon volumes professing to be history and science has yet to do a pioneer's work in the field of history! All these 'once honoured names of historians, whom we thought to have been something more than 'pioneers,' whom we really imagined to have done something remarkable, to be pronounced mere unprofitable *literati*!

The Science of History is not born yet; it is only confidently expected. Nay, from the scientific point of view, it is clear enough that we are not ready for any science of history. Scientific History will be nothing more than a demonstration of the same laws of evolution manifesting themselves in human society, as have already been demonstrated as manifesting themselves in lower forms of life. Until we have settled upon the proper formulæ which account for the evolution of plants and insects, we are not likely to be successful in any attempt to understand the laws of the evolution of humanity. Until, for instance, the Spencer-Weismann controversy is settled, and the actual conditions of heredity established beyond all question, we are not likely to get very far with our science of history; for heredity—whatever it may be—is probably one of the most constant factors in human history.

• There is no Science of History so far, according to the verdict of a professed scientist. As yet no general laws have been discovered, no formulæ enunciated. Mr. Manley, however, assumes that there is a Science of History, that history has been written ere now on scientific principles, and has achieved results which he fancies to be considerable. Of course, in a metaphorical sense, we may talk of a Science

of History, just as some persons speak of a Science of Theology. It is allowable, although apt to be misleading. But we must remember that the natural scientist will not admit our science to be a true science in his sense, and he will make short work with our 'causes' and 'conclusions' if we pretend that they are scientifically sufficient. We use scientific and philosophic phraseology in history; perhaps we must do so; but in reality our language is literary, not scientific; it aims at no exactness; it is figurative, approximate; language,—to use Matthew Arnold's phrase, 'thrown out' at an object.

We point to causes leading to such and such a result in history; but when we have tabulated all the causes discoverable by us, we are very far from having satisfactorily 'accounted for' our result. We must be conscious that, at the best, we have only ascertained a few of the causes. 'The causes of the Thirty Years' War,' said Carlyle, 'are deep as hell.' They cannot be tabulated. The smallest human transaction is limited, conditioned, caused by other transactions of human beings long dead and buried; 'no thought, word or act of man but has sprung withal out of all men.' Further, of the causes which we actually tabulate, how many of them are, for all that we can say, sheer accidents, things governed by no law known to us? And these, as often as not, turn out to be the most necessary conditions. We need not deny the Law of Universal Causation. There is, of course, no such thing as an accident; but for the mere human intellect, equipped with scientific formulæ, or not so equipped, there are innumerable phenomena in history, which since no law determining them is ascertainable, we are perforce driven to term accidents. We ask, Why did so-and-so hap-

pen exactly as it did? Why did such and such a condition, a condition which we see to be an entirely necessary condition—a *sine qua non*—occur just at such and such a time? And we have no answer but to fall back upon Chance, Fate or Providence, factors of which science assuredly takes no reckoning.

Mr. Manley has given us two illustrations of historical events, which he thinks can be scientifically accounted for. Let us take the second, the American Revolution of 1775—81. We understand the whole matter, he says, because with us 'evolution' is not a thing of the future. George III.'s House of Commons, ignorant of evolution, entirely misunderstood it. Now, in passing, we may remark that it is a very dangerous thing to deal too contemptuously with the poor people who lived before Darwin. With the speeches of Burke before us, it is a little bold to dwell very much on the political ignorance of George III.'s age. It is at least probable that the American difficulty was as much understood by George III.'s Parliament, as the Irish difficulty is by Victoria's; and that in spite of 'Progress,' 'Evolution,' the locomotive engine and the telephone! To have told the House of Commons of 1775 that the Puritan Secession was inevitable, would, no doubt, have sounded absurd enough. They would not have understood what was meant. Some might have objected, 'no doubt, if we drive them to it, they will revolt; such things have been before: but it does not appear to us that we inevitably shall do so.' That is all the House of Commons in 1775 could have answered to any one who should have taken upon him to play the prophet. But will Mr. Manley, or any other believer in evolution as applied to History, tell us how the House of Commons of 1895 would be likely to answer a similar

prophecy. Suppose Mr. Manley told them that Home Rule was inevitable, because there was in Ireland 'the nucleus of a future nation,' and that the future nation was asking the question, 'What business has a Parliament sitting on the other side of St. George's Channel to be making laws for us?' Would a House of Commons learned in the principles of Scientific History at once see the point of Mr. Manley's contention? No doubt Home Rule is inevitable, provided certain things happen first. But will they happen? Can the Science of History tell us?

After all, was the American Revolution inevitable? What brought it about? Tendencies, political forces at work in America, no doubt; but supposing William Pitt had been Prime Minister of England during the earlier part of George III.'s reign, it is pretty certain that there would have been no need for any secession. Now by what law was William Pitt not Premier of England at the time? By no law whatsoever, but simply from the fact that a certain worthless Prince Fred happened (by some law undiscoverable) to beget a son endowed (by some law undiscoverable) with a peculiarly mischievous disposition; that this son on the death of his grandfather, who died in 1760 (owing to the working of some law undiscoverable), ascended the English throne, just in time to make mischief; that George III.'s temperament was such that he could not stand William Pitt, and the American Colonies could not stand George III. and his methods of government. Giving full weight to the tendencies and forces at work in the 'nucleus of a nation' asking itself indignant questions over in America, we see that a very necessary cause of the secession was George III., and George III. on examination, turns out to be the result of a concatenation of accidents.

What is to be said of a Science of History whose causes are of such a character as this? How are we likely to arrive at any general laws governing the whole progress of mankind, when the most important facts in history are as often as not found to rest upon conditions which crop up unexpectedly and of which no satisfactory explanation can be given? How can we assert that anything in history is 'inevitable,' when the vastest issues are often seen to depend upon the continuance of a single individual life, the exercise of a single individual will; and that life, that will, may depend, perhaps, upon a chill caught in a shower of rain, a stumbling horse, or a stone dislodged from its place by a child's hand?

It may, of course, be said, that the 'accidents' merely determine the exact time and circumstances in which great events occur; that without them the events would have come about, in much the same form, sooner or later. Perhaps so; perhaps not; and yet, seeing that all things are determined by a law, surely the exact time and the exact conditions are equally determined; nay, sometimes, the minutest point of time and the most apparently trifling circumstances decide everything—or seem to decide everything. Tide over the American difficulty for a few years, and circumstances may have arisen which make the secession of the Puritan Colonies as little inevitable, as is the secession of the Australian Colonies to-day.

The causes assignable to historical phenomena are largely accidents; and the chief form in which these accidents occur is individuality; that is to say, individual character plays the chief part in the making of history.

Mr. Manley denies this. He insists that History is not Biography. He admits, it is true, that biography is 'the key to the inter-

"Colloquios." Henry van Rheede, the Dutch Governor of Malabar, made a large collection of plants in the years 1674 and 1675. Drawings of these plants were executed and descriptions written, and the whole was published in twelve volumes at Amsterdam. The "*Hortus Malabaricus*" was so accurately finished that it has been used as a work of reference by botanists for two centuries.

It has been asserted that the actual study of scientific botany took its rise in India when Dr. John Gerard Koenig became physician to the Danish Mission at Tranquebar in 1768. Dr. Koenig was a pupil of Linnæus, and an enthusiastic worker in natural science. He infused a botanical spirit among his missionary companions, and established a collecting party known as the "United Brothers," who during their tours were able to instruct the villagers in Christianity and return to headquarters laden with stores of specimens for the herbarium. Dr. Rottler was another Danish missionary at Tranquebar, who became a botanist of some repute. To give other nations their due, mention must be made of Leschenault, Jacquemont and Sonnerat, learned French travellers in India at the beginning of this century who enriched the collections of De Candolle and Lamarck in France. Leschenault de la Tour was for some years Director of the Botanical Gardens at Pondicherry, and his name is immortalised in the specific names of many plants of the Nilgiris. Dr. Carey, of Serampore, Fleming, Jones, Hunter, Berry, John, Anderson, Heyne, and Buchanan-Hamilton, were some of the English botanists who worked in different parts of the Peninsula.

Dr. William Roxburgh is entitled to be called the "Father of Indian Botany," as he was the first to describe plants fully and accu-

ately, and to reduce the riches of the East to a Flora according to the Linnæan system. Roxburgh's earlier career in India was spent at Samulcotta, where he was engaged in examining the botany of the neighbouring Circar mountains. Because of his valued labours, he was transferred in 1793 to superintend the East India Company's Botanic Gardens at Calcutta, where he remained till 1814. He compiled his "*Flora Indica*" and took it to England for publication; but his death in 1815 prevented this being done. Dr. Roxburgh was succeeded at Calcutta by Dr. Wallich, a most indefatigable botanist. He employed collectors, and was assisted by contributions of specimens from friends in official positions in many parts of the country; and during his term of office in the Gardens, the herbarium increased to such an extent that the number of named plants reached 8,000 species. To bring up to the present time the roll of workers in the field of Indian botany, the names of Wight, Arnott, Falconer, Royle, Beddome, and Gibson deserve honorable mention; and if one name stands out before the rest, it is that of Sir Joseph Hooker, whose "*Flora of British India*" is almost a necessity to every botanical student in the country.

I am sorry not to be able to allude to a native of India as a distinguished botanist; but from the interest manifested by native assistants in centres where botanising is conducted, it is evident that the time is not far off when reliable work in this department of science may be expected of them. The great patience displayed by a native operator in gold and silver workmanship, is a qualification for the microscopic dissection of plants; but the absence of remuneration in the latter employment does not render it attrac-

tive enough. When Drs. Campbell and Hooker were taken prisoners during their travels in the Himalayas in 1849, the last named gentleman was given his liberty almost immediately afterwards, as he was regarded by the inhabitants only as a "harmless leaf collector." This appreciation of botanical knowledge was also manifested, when the Governor of Madras about twelve years ago appointed an official botanist in the Madras Presidency. On the arrival of this gentleman, the Governor, who was no mean botanist himself, accompanied him in investigating the flora of the neighbourhood. The native servants in attendance, not knowing much about plants beyond their use for culinary purposes, came to the conclusion that His Excellency had secured the services of this gentleman for the express purpose of selecting the curry stuff for the Government House dinners.

There are already a few native gentlemen who take an interest in botany, and doubtless during the next generation the number will be augmented. It was a source of satisfaction to see in a recent contemporary published in Calcutta a letter from a native medical officer calling upon his colleagues in different parts of India to work together in collecting and naming plants in their districts, and contributing duplicates to a central agency where they could be authenticated and arranged. I would draw the attention of those who are desirous of assisting in such a scheme to the inducements held out in the recent formation of the Botanical Survey of India. The Survey was instituted about five years ago, and has for its objects the systematic collection of plants at different centres, and the preparation of materials for a revised flora of the Empire. Dr. George King, the Superintendent of the Botanic Gardens at Calcutta, is the Director

of the Survey, and he is responsible for the collection of samples in Bengal, Assam, Burma, and the Andaman and Nicobar Islands. Mr. J. F. Duthie, of Saharunpur, is the referee for the North-Western Provinces, and Northern India; Mr. Woodrow, of the College of Science, Poona, is the agent for the Bombay Presidency; Mr. M. A. Lawson, of Ootacamund, is in charge of the Madras Presidency, Mysore and Hyderabad. Plants sent to any of the above officials would be accurately named, and in return for naming the specimens, the duplicates, if of value, would be retained in the herbarium for purposes of reference and study.

Before systematic botany is attempted, a practical study of structural or morphological botany should be undertaken; or, in other words, before learning the name of every flower one meets with, it is best to learn how to describe the different parts of the plant, and to find how they are constructed. A simple microscope or a pocket lens and a sharp knife are all the instruments required to begin with. Oliver's "First Book of Indian Botany" is the most suitable book to initiate the student in botanical terms and the puzzling nomenclature of India's common wild flowers. When a student is able to describe in technical language the parts of a plant from root to seed, he should commence to gather specimens for himself and prepare a herbarium or *hortus siccus*. The Reporter on Economic Products has recently drawn up in connection with the Agricultural Ledger series of hand-books, a pamphlet on how to collect, catalogue and preserve specimens for a herbarium. The directions given in this little book are very clear, and show the student the right way to go to work. Two great hindrances in studying botany in this country, especially in small stations, are the

pretation of history' (and by so doing seems to abandon his whole case). But the phrase appears to have slipped from him by accident; for after allowing that biography is *the* (not a) key to history, he goes on to assert that there are more important factors. These factors, or 'forces,' he tells us, are climatic, industrial, social, moral.

Now, putting aside for the moment the climatic forces, it is open to any one to contend that the industrial and other forces are nothing but conditions brought about by the conscious effort of individual men and women—not all at once, indeed, but gradually; even over climatic forces men have some control, in so far as it is possible for individuals or peoples to change their place of residence. Moreover, when Mr. Manley speaks of a nation's distinctive character being 'moulded by moral forces' peculiar to that nation, he is merely saying that a nation's character is moulded by a nation's character; a conclusion which is perhaps no very great triumph for the scientific method.

Again, we are told that the great man, like everything else, is the 'product of his age,' the creature of his environment. One age produces Shakespeare; another Luther, another the steam-engine. Given such and such observed conditions, and you have as result William Shakespeare; given such and such other equally observable conditions, and you have a steam-engine. This is a theory which one has heard repeatedly, but without being convinced. Of course, there is some truth in it. The most original of men is conditioned, limited, helped, hindered in a thousand ways by his 'environment'—but that is all. Surely the great man is great, not in so far as he belongs to his own age, but in so far as he is above and beyond it. Is it con-

tended that History, by applying the scientific method, can ever tabulate the necessary conditions which resulted, and inevitably must have resulted in the production of William Shakespeare and the work he did?—tabulate them, in such a way, I mean, that some foreigner, a master of the scientific method, but ignorant of English literature, could, with the conditions before him, have argued by an infallible scientific process that Shakespeare and his work would be the sum total of them? Obviously, such an assumption would be absurd; and yet it seems to follow, that if individual genius plays any part in the evolution of mankind, history ought to be able to do this, or else abandon all claim to rank as a science.

The fact is that, when we speak of a man being the 'product of his age,' we merely mean that he is to some extent limited and conditioned by the environment into which he is born,—a truth which no one denies. We are plainly using a metaphor, and it is very largely upon metaphors such as this, that the belief in the possibility of a science of History is founded. That part of Shakespeare and his work which he shared with his contemporaries, may perhaps be called the product of his age. By studying Shakespeare's age, we may perhaps be enabled to account for Shakespeare's costume, his pointed beard, his doublet and his ruff; further we may even be able to show cause why the genius of Shakespeare was likely to manifest itself in five-act dramas, possessing such and such external characteristics, rather than in three-volume novels or magazine articles; but we shall not be able to show cause why the man William Shakespeare, born at Stratford-on-Avon in the year of grace 1564, produced superlatively excellent five-act plays and left his stamp on all succeeding

time. In a word, the really important part of Shakespeare, his genius, his power, cannot be accounted for, cannot be shown to be merely 'the product of his age.'

So it is with all great men; with kings, statesmen and soldiers, no less than with poets and playwrights.

The very conditions which limit individuals, might not they be traceable—did we but possess the facts—to individual men? We cannot follow the stream to its source. History can never hope to lay her finger upon the individual men who contributed, each his own separate share, to the creation of an institution, a fashion, a standard of morals, or a current opinion. We cannot do this, and we try to compensate our ignorance by the use of abstractions and metaphors; we compensate our ignorance to begin with; we end by concealing it from ourselves. Shakespeare wore a pointed beard just as he wrote five-act dramas; he did so, because other men of his generation did the same. It was the fashion; but we know that some one always 'sets the fashion.' We may say, if we like, that the pointed beard 'survived' in Shakespeare's age, because 'it was the fittest to survive;' that, under the conditions then present, no other species of hirsute appendage had any chance of establishing itself. We may also say, more intelligibly, that some individual unknown, who had a genius that way, invented the pointed beard, and that others acknowledging him as guide and leader—Carlylean 'hero' in fact—in the matter of facial adornments, cheerfully followed and imitated him—for a time.

We speak of the growth, development, evolution of institutions. It is convenient to do so for many reasons; but here again we are in the region of metaphor. An institu-

tion is after all, but a tool, which one man originally invented and made, to suit a particular purpose, which other men modified, improved, each adding something, until from a rude tool we have a very elaborate machine. But the men all along made the machine; not, as scientific history would have it, the machine the men.

This is no doubt a very humble method of accounting for things, not in the least philosophical; but it is the method of common sense, and common sense has sometimes a way of hitting the mark where philosophy misses. To common sense it seems a strange thing to regard individual character and genius as but a secondary affair in human history. It is as if some art critic should set about his work by disregarding Tintoret and Michael Angelo and busy himself with canvas, pigments, and brushes, or should declare that Mozart is of less importance than his piano-forte.

MARK HUNTER.

(To be continued.)

A DAY AT ST. ALOYSIUS' COLLEGE, MANGALORE.

'Tis education forms the common mind;
Just as the twig is bent, the tree's inclined.

Pope.

The soft hazy weather that links the gloom of the wet with the sunshine of the dry season, lay sleepily along the rich fields that environ Mangalore, when I, with a distinguished educationist, was gazing from the St. Aloysius' College tower at the panorama offered by the hills, plains, ghauts, and the sea. Our eyes had had their fill of mother-nature's beauty when my kind visitor accosted me thus:

Pray, Father, you haven't built such a fine tower on such a delightful promontory only to amuse your frequent visitors, I suppose?

put in practice the rules laid down by the best pedagogues; and I presume everybody else does the same.

But, pray, what is your ideal of a teacher?

My ideal! why, Sir, you would have me pass judgment upon a subject the last word about which is yet to be uttered.

I beg your pardon, Father, I meant only to hear your opinion on such a paramount question.

If so, I would beg to say, that in my humble opinion a teacher should not only instruct, but educate too; he should mix with his pupils as much as possible; apply his mind and soul to the mind and soul of his pupils; he should sift each one's bent, bias, and ruling passion, and then betake himself to make use of a proper remedy. Moreover as the word education is derived from *educō*, i.e., I draw forth, he should bear well in mind that educational gist lies in drawing forth, i.e., developing the young capacity. Care however should be taken lest the counterfeit is accepted for the true article. Another thing I must have a word about; stamping and raving should be avoided altogether. That a pupil may heartily drink the teacher's moral and intellectual nectar, the teacher himself should never forfeit the scholar's esteem, love, and reverence.

I fully appreciate your remarks; but what spur, lever or spring are teachers supplied with, to rouse the sluggish or put down the bullies?

A very simple one, Sir, *Emulation*. Now let us step into a school-room. Do you see that large tablet crowned with flags and halberds? It gives you both the spirit and the efficiency of the Form. The Form is divided into two classical camps, i.e., the Roman and the Carthaginian; each has a staff composed of an *Imperator*, *Tribuni* and

Centuriones. The two *Imperatores* are opponents of each other, then the *Tribuni* and so down to the last two *Gregarii*. Whenever a Professor calls on, e.g., a *Tribunus*, his opponent will stand up as quickly and strain both his nerves and wit to correct, confound and defeat him. Two Secretaries, one for each party, sit side by side to fairly record the victories of the intellectual struggle. At the monthly examination the grand total is summed up and the results proclaimed. A reward and three cheers to the victors put an end, for the time being, to the literary contest.

THE TRIUMPH.

The culminating event, however, of the Romana-Carthaginian scholastic warfare is the Triumph. I dare not call it even a mimic one of the historical Capitoline triumph; it is but a memory, a sham, but none the less efficient for our purpose. It is awarded to the side that beats a certain number of times the hostile *Imperator* personally. It is carried on as follows:—The conquerors and conquered are summoned to their school-room. The victorious *Imperator* is decked in a tasteful style; a wreath adorns his brilliant head, another hangs from his valiant breast; he unfurls the army flag. His gallant *Tribuni* and *Centuriones* are dressed and ornamented in a like manner. The *Gregarii* hoist a small standard only. At a signal the College band (a very primitive one indeed) strikes up the College anthem and the triumphal procession starts. Whilst the students of the other Forms stand lining both sides of the broad and long porticoes, the band advances playing, immediately followed by the victorious army. The victors' lustre and imposing march sheds a ray of melancholy on the discomfited hosts. Their *Imperator* with shackled feet comes onward in his simple dress, a flag in hand

stitched with a black mournful veil and pointing slantingly to the ground. The unbearable shame of defeat, which at all times and everywhere falls chiefly on the leader, is perceptible in his expression. I myself have seen dewy tears trickling down the unlucky Emperor's cheeks. The rest harassed by some victorious Gregarii, with fettered wrists lest they should wreak vengeance with their fists, advance as a horde of slaves. When the poor wretches have been dragged amidst the railery and the hoots of the other Forms all along the porticoes, the last hymn is played and three cheers immortalize the glory of the victors and the shame of the vanquished.

THE SPORTS.

All work and no play makes Jack a dull boy.

The morning class ends at half-past twelve. My visitor betook himself to restore his vital spirits by a substantial tiffin. The boys too that live in the College environs almost noiselessly glided away homeward; the remnant got their repast brought to them. At half-past one the youthful tide flows in anew; my visitor and myself are afresh among the mirthful youngsters. Some lie squatting on the floor, others are pacing; some chat and study, others study and tattle; many more go racing; here and there you see the Prefects playing the Mentor's part. At ten minutes past two obligatory study for all; then class till a quarter past five.

After some remarks on general topics, my visitor took up once more his enquiries.

Both in the morning, Father, and then again this afternoon, I have been struck by one thing quite new to me.

Which, pray?

Though we have oftentimes been walking to and fro, I heard nothing but English.

Oh, the little ones know well, that at the College they are bound to speak English only. That's a fine rule.

As from early morn to dewy eve their time is spent at the College, they thus pick up a fair habit not only to speak but even to formulate their quaint little thoughts in English. I wish you could assist at the debating Club; it would bring home to your mind the great difference that exists between the oral fluency and correctness of the students moulded here from their first boyhood, and those that joined the College at a later age.

As we are thus whiling away our time the clock strikes the quarter after five, the bell sounds, time is up. No sooner is prayer over than the pupils, like a long pent-up stream, flood out. In a minute, instinctively there is a rush to where bats and balls, wickets and nets are kept; another minute, and they are on the field allotted to each match or game. Two lawn-tennis courts, six cricket matches, two rounder games, two badminton courts, a play-ground for banners, a corner for long and high jumps, the roads for racing; and a square for drilling two Forms at a time. I beckon to my visitor to step along with me and cast a glance at 380 excited urchins.

What a delightful sight; all sorts of high jinks are going on; they are a fine sporting set.

They have already begun trials of skill and strength in many ways.

Methinks, Father, they look active and strong, quick of eye and hand.

I believe, you have been informed that there exists in Mangalore an Inter-school Gymkhana competition; I am glad to say that last January our students won the Lawn Tennis Cup, and a fortnight ago, the Athletic Sports Cup. They take to games so heartily

that we fear they might get too much of them.

Don't you think it odd that phlegmatic natives should throw themselves heart and soul into such energetic sports?

I dare say such was the case some ten monsoons ago. We began by bringing into play all the moral compulsion we could command; now threats, now laudatory encouragement. At last they took to it; at present, sports have become a habit to them fitting them as easily as their skin.

Truly, they present themselves as straight-forward looking chaps with supple limbs; but why do I see a Father at each knot of boys?

Allow me, Sir, to detail the whole thing. A Father is set up as the general manager of Games; besides at each group there is a Father not to keep order, but to act as a sort of ballast. This is the toughest part of man's life; without his presence, sporting would probably degenerate into a rock of offence. He feels towards them, however, more as a father than a master.

I would never have dreamed of finding so much thoroughness in a purely native College.

It's six o'clock; the fatal bell makes itself heard for some time, a few throwings of the cricket ball conclude the short campaign. Bathed in perspiration the boys put on their over-coats, and chatting about a fine hit or a good ball, re-enter the College, as weary bees their hive. They wash themselves and soothe their burning throats with cool water.

Most of them take their books and pass through the chapel to thank the Almighty for his blessings of the day; then run down the hill; some retire into the study-hall; a few are heedless or sloven during the class-time and are compelled to go to the penance-hall to make up for their neglected duties.

Is this your daily routine?

Exactly; but as Sunday and Thursday are holidays, they usually come to the College for morning and evening service or for games only except some forty, who gifted with tuneful voices, are on those days taught singing.

As you see, Sir, nothing is left undone that can develop the moral, physical and intellectual powers of our promising youth.

The fresh, brave, school-life so full of games, adventures and good fellowship, so ready at forgetting, so capacious at enjoying, so bright at forecasting! If conducted orderly, it enkindles in the breast of the aspiring youths the flame of an intense affection for their teachers. The stronger that affection is in them, the more deeply you may be sure will they drink of the College spirit.

We accomplish our object, that is, to form staunch Christians, loyal, brave and enduring citizens, faithful to God and their country.

F. CORTI, S. J.

A BRIEF HISTORY OF PUBLIC INSTRUCTION IN MYSORE.

(Continued from page 23.)

The year 1867-68 is remarkable as the year in which sanction was received from the Government of India for the establishment of village schools called Hobli schools. The number of pupils in indigenous schools was estimated at 22,000. Taking the male population of Mysore at 2,097,318, and assuming one-ninth of this number or 233,035 to be the male population of school-going age, it was calculated that at least 200,000 boys were without education. The last Census has however shown that the percentage of the population of school-going age to the total population is 22.5. Taking this percentage to be correct, not less than 400,000 boys were unprovided

with any means of acquiring the most elementary education in 1864-65. To remedy this state of things it was proposed that a portion of the local cess should be devoted to the maintenance of village schools. A scheme was drawn up by Mr. L. Rice, Inspector of the First Circle, which provided one school for boys and girls at the principal village or *kasba* of each Hobli or taluq sub-division. The number of Hoblis in the Province was 645 with an average area of 41 square miles and an average population of 6,040. The teachers were to be selected from the masters of indigenous schools who were to receive some training under a well-qualified master on Rs. 40. There were to be three such training masters, who would hold their schools by turns in those districts in which their services were most required. The village schoolmaster's pay was to be Rs. 7. The village schools were to be placed under the control of local committees, and night classes were to be established for the benefit of adults who could not attend the day schools.

In 1868-69 Mr. Garrett was away on leave; and the carrying out of the Hobli School scheme fell to the lot of Mr. Rice, the Officiating Director, who was the author of it. The selection of masters for the Hobli Schools from the teachers of the indigenous schools contributed greatly to the popularity of the schools. These teachers were placed under instruction for a few months, a normal school being established at the headquarters of each district. These normal schools for the village teachers were intended to impart general instruction to the indigenous teachers whose educational qualifications were of a very low order. There was not much of normal training in them and they had no practising-school attached to them. The villagers who desired

a school used the period of training for erecting school houses at their own cost. The erection of a school house was the criterion of the genuineness of the people's desire for a school. Altogether 146 Hobli Schools were opened in 1868-69, and it was estimated that the pupils in these schools numbered 5,088. For the inspection of each Hobli School three times in the year, eight Sub-Deputy Inspectors chosen from the most successful vernacular teachers were appointed. These Sub-Deputy Inspectors were fairly good in language subjects, but their attainments in other subjects were very poor, and the character of most of them unfitted them, as was subsequently proved, for the responsible post of inspectors of village schools.

The year 1868-69 was remarkable also for the establishment of the first three Government Schools for girls. Hitherto female education had been left entirely to the care of private bodies. There were 28 grant-in-aid schools for girls with 1,611 pupils. The three Government girls' schools were established at Bangalore, Chintamani and Srinivasapura, and by their success they paved the way for the establishment of more schools.

The number of Taluk Vernacular Schools rose in 1868-69 to 61 with 2,204 pupils. The schools at Dodda Ballapura and Davangere were the largest then as now in the whole province.

The number of Government schools was 235, and of Aided schools 74. The total number of pupils exclusive of those of Hobli Schools was 9,687, of whom 7,955 were boys and 1,732 girls. In the First Arts Examination 18 candidates and in the Matriculation Examination 23 passed from the Mysore Schools. The total cost to Government of the Department was Rs. 227,293, of which

Oh, Sir; I replied, its destiny is far nobler; it was reared up for the express purpose of surveying rather the celestial than the terrestrial regions.

I should think that a capital spot; a mile from the roaring ocean, on a hill 200 ft. high, with a 70 ft. additional height of the tower itself, would go far to warrant an observatory of no secondary importance.

I fully share your opinion, Sir; the more so as the whole Western coast south of Bombay remains yet without astronomical observatories.

If so, allow me to ask why don't you provide one?

Oh, dear Sir, you are aware of the trite French proverb: *l'argent fait tout*. By way of corollary I would add: *sans argent on ne fait rien*. This is a private institution; over and above which, it is just emerging from childhood into youth. But, after all, our hopes are not quite forlorn.

I believe the Government props up the College?

Verily it does; and we are glad to proclaim its munificent co-operation which proves to be no mean stay of our Institution. Doubtless it would be unseemly on our part to ask for more. From another quarter should aid come. Would that a stout heart with a well-filled or bursting purse were to read these lines and come to our rescue, and deck the Western shores with a temple devoted to astronomy!

As our conversation is flowing in such strains as these, we lean on the rails and our eyes fall upon boys coming up by two roads to college. Some alone and pensive, others conning a book, whilst groups of three or four are merrily chatting. One and all are marching straight to the College Chapel to beg from the Father of Knowledge, light, good-

will or docility, or, may be, all of these gifts.

THE STUDY-HALL.

There studious let me sit,
And hold high converse with the mighty dead.

THOMSON.

St. Aloysias' College has no hostel; yet because wanting either in quietness and accommodation at home or of companionship, well-nigh all its pupils morning after morning joyfully wind up its roads for study. Since my visitor betrayed his longing for an insight into the study-hall life, I felt it my duty to second his becoming wish. Descending to the first floor rooms, he asked:

What are the regulations of the study-hall?

'Tis a set of simple rules, but as far as my experience goes, efficient. To begin with that relating to attendance. The hall is open from half-past eight to a quarter to ten, A. M. No boy is compelled to be at the College by that time; yet if he chooses to come, he is expected not to roam about, but to set to work in the study-hall. To secure good order three halls are allotted to the six Forms, the one for the three first, the two others for the three last. Two Fathers denominated Prefects supervise them, keeping both discipline and silence. They prevent, moreover, smarter youths from conveying their own themes to the sluggish, who would fain deck themselves with the plumage of others. I had hardly spoken when we reached the smaller boys' study-hall. All were humming over their books, but not a word was heard. Fourscore and odd were there; no sooner had we crossed the threshold than they respectfully stood up, without exception, looking at us.

Father, whispered my visitor, they all appear healthy and bright; they're not black into the bargain, and one couldn't say they are white either.

True; most of them during the first decade of spring preserve a whitish colour; but during the second they tan considerably; at fifteen they are metamorphosed into what you now see. So saying, we left for the second study-hall where, above sixty boys between twelve and seventeen years of age who were slaving at their lesson or task, received us as politely as the younger ones.

Here my visitor was pleased by noticing the impressive silence, a fair sign of a rise in the scale of learning—a thermometer that marked a rise in the scale of knowledge. Moreover, less thoughtlessness and greater intensity of purpose and earnestness were apparent on every face.

My visitor asked, Where are the bigger boys?

Yonder, more to the right in their own school-rooms; kindly accompany me.

Passing by the still and airy F. A. and B. A. rooms, my visitor wished to be informed why no Prefect watched over the young men.

The thermometer, said I, marks a still higher degree of education, we believe, and the fact vouches for it, that F. A. and B. A. youngsters, having outrun their first pupilage, are expected to set an example to their juniors of manliness, self-control, and sacrifice to duty; hence surveillance decreases as they approach manhood.

I am not at variance with you on that score; I observed the farther we progressed, the greater the display of studious seriousness.

They are not, however, left altogether alone. Now and then they appeal to their respective Professors—who are ever ready to smooth for them the rugged path of study—to have an abstruse point cleared up. Their occasional presence suffices to stifle the blustering and overbearing of some quarrelsome bully, or the nuisance of some babbler. Such, Sir, is our

study-hall system; it may invite the criticism of some wiseacre; but we are confident that whilst our pupils lose nothing that is worth keeping, they build a sure foundation of future utility and manliness.

I certainly agree with you.

After fifteen minutes' rest the College bell summons the pupils; and as study begins, so it ends, always, with a prayer; Catholic boys devoutly kneel (the Hindoos standing) to pour forth hearty thanks for the help God benignly affords them. Then, as to many of the boys the study was long and their patience short, a stream of juvenile life pours out through doors; or, rather, a swarm of bees rush from disturbed hives. A quarter of an hour's free time before the class is to them as congenial as sweetmeats. Some speed to their Professors, others go in for a race; some amuse themselves in throwing a cricket ball, others hasten to the peon to equip themselves with school materials. Another summons, and the noisy troop preserve the strictest silence before the entrance to the rooms, awaiting their Professors. A third summons, and the teachers enter the class-rooms, pressed on by the youthful band craving for knowledge.

THE CLASS.

Delightful task! to rear the tender thought,
To teach the young idea how to shoot.

THOMSON,

Well, Father, went on my visitor, I am really delighted at witnessing such an orderly method and such throngs of lively and sprightly lads breaking up, at the first sound of the bell their shouts, their races, and their sports.

Would you like to see the schools?

No, thanks; I can easily set before my mind the class-working; you perhaps follow some special method?

Special method? We exert ourselves to

Rs. 166,151 was paid from the Provincial Funds and Rs. 61,142 from the Local Funds. The total amount of grants-in-aid was Rs. 82,766. The revised Bengal Rules for grants-in-aid of 1864 were adopted in Mysore.

9. 1869-71.—In 1869-70, 168 more Hobli schools were opened. It was calculated that at the same rate of progress all the Hoblis in the province would be provided with schools in 1872.

Two new Government Schools for Hindu girls were opened at Hassan and Magadi. The fears that Government Girls' Schools would prove unpopular were now dispelled.

The number of Taluk Vernacular Schools rose to 67, and there were only 13 more taluks to be provided with schools. There was no demand for the addition of English to the curriculum of these schools. In Madras for many years past the course adopted in the Taluk and even the village schools had been Anglo-Vernacular. Instead of multiplying schools in which a smattering of English was taught, much of which had to be unlearned in higher schools, successive Chief Commissioners laid down that English should be taught only in the headquarters of districts in which facilities existed for imparting sound instruction, and that the course of Taluk Schools should be purely vernacular. That this was a wise resolve cannot be doubted. In towns on the coast where foreign trade flourishes, or in parts where a considerable European or Eurasian colony has settled, it may be useful to spread an elementary knowledge of English; but without the advantage that may be derived from the use of an elementary knowledge however imperfect, of the English Language in the practical business of life, to compel or even to encourage all the youth of the country to acquire primary and lower

secondary education through the medium of a difficult foreign language, is not only to throw unnecessary obstacles in their way and impose on them an unnecessary burden, but also to force them to speak and think in a foreign language, to neglect the study of their vernacular, and, by depriving them of the opportunities of acquiring ease and fluency in expressing their ideas in their own vernacular, to alienate their sympathies from people of their own community who remain ignorant of English. In those places, therefore, where the practical needs of life do not require a knowledge of English and there is no real demand for it, a course of sound instruction in the vernacular is the most suitable. Moreover the teaching of English in the lower classes of schools must be so full of blemishes and imperfections that much of the knowledge acquired in these schools has to be unlearned before anything like a fair amount of scholarly knowledge can be attained.

Up to this time only two Sanskrit schools had been aided by Government. The Sanskrit school at Melkote was first aided in 1866-67 and that at Chintamani in the following year. Four more schools at Chikballapur, Seringapatam, Magadi and Bangalore were aided in 1869-70. The department could hardly ignore the sort of Sanskrit instruction that seemed to be rightly or wrongly most valued by the Brahmins. The grants to these schools have always formed the whole of their income, as the Pandits have no local resources to depend upon. The chief usefulness of these schools consists in keeping up the interest of the people in a highly cultivated language and literature, which have furnished the Hindu races of India with all that is best in their religious and philosophical systems, and have enriched the literatures of the vernacular

languages of India. The usefulness of cultivating the study of Sanskrit alone, unaided by a system of general education and a critical study of other languages and literatures, is however very limited. The study of Sanskrit alone to which many Brāhmins of the priestly class devote themselves for a whole lifetime may render them storehouses of traditional learning, but is unprolific of results from a historical, antiquarian or philosophical point of view. The best results are only produced when scholars who have already acquired a liberal education have applied themselves to a critical study of Sanskrit literature. Imperfect as the indigenous Sanskrit schools of India are when judged by the higher standard of usefulness they might attain if the study of Sanskrit was combined with a high liberal culture, they keep up an interest in the traditional learning of the country which is in danger of being neglected and forgotten in the rush for acquiring an English education. It seems therefore necessary to encourage the Sanskrit Pathshalas of the country until the time arrives when the best educated men of India will have acquired so much of Sanskrit learning themselves that they will have nothing more to learn from the indigenous Pandits.

The need of a Third Inspector was felt in 1869-70, and the Province was divided into three Circles, corresponding to the three Revenue Divisions. Twenty-eight candidates passed the Matriculation Examination, and fifteen the F. A. Examination from the Mysore schools. A Hindustani branch was added to the General Normal School for the training of Hindustani teachers. The cost to Government of the Education Department was Rs. 209,274 from Provincial Funds, and Rs. 74,637 from Local Funds, Rs. 34,564 was

the amount paid as grants-in-aid.

In 1870-71 the system of Taluq Vernacular schools was completed, every taluq being provided with a school. The number of Hobli schools reached 356 with an attendance of 10,680 pupils, the unaided indigenous schools being 1,843 with an estimated attendance of 26,119 pupils. There was no increase in the number of Government girls' schools. Twenty-four passed the Matriculation and ten the F. A. Examination from the Mysore schools. There were 464 Government schools with 15,223 pupils, and 76 Aided schools with 5,735 pupils. The expenditure from Provincial Funds was Rs. 223,135, and that from Local Funds was Rs. 88,052. The grants-in-aid amounted to Rs. 34,592.

10. 1871-72.—The number of Hobli schools in operation in 1871-72 was 487, with an attendance of 11,364 pupils. To complete the system of Hobli schools only 39 more schools were required to be opened chiefly in the Malnad parts for which it was difficult to obtain the services of teachers from the *maidan* country. The original number of Hobli schools sanctioned was 645. The number of Hoblis however appears to have been reduced to 526 by a redistribution of the villages that formed the Hoblis or Sub-taluk. It was soon found that even the original number fell far too short of the requirements of the province. When the Hobli schools were first established it was thought that children from a distance of 4½ miles would attend them. Experience showed however that children did not come to school from a distance of more than two miles. The Inspector of the First Circle reported that he had 371 applications for new schools unsatisfied. He suggested that the number of Hobli schools might be raised to 1,200, of which the estimated cost would be

Rs. 119,412. Of such sum Rs. 80,000 would be obtained from Local Funds and half this amount would be paid from the Provincial Funds, in accordance with the principle laid down in the Despatch from the Government of India, No. 100, Home Department, Education, dated 4th March 1871. The extension of village schools however was not sanctioned, but was made to depend on the improvement of the revenues which would cause an improvement in the income from the Local Cess. It was reported that there were 1,800 indigenous schools in villages with 26,000 pupils in 1871-72.

The failure of the Engineering school necessitated its being closed in 1871-72, and in its place a Survey class was added to the Bangalore High School. It was in the same year that Mysore students first passed the B. A. Degree Examinations, though students had been prepared for the past two or three years. Thirteen candidates appeared from five institutions, of whom seven passed. It was a great waste of time, energy and resources for five institutions to teach up to the B. A. Standard. Three of the successful candidates passed from the Bangalore High School. Only three candidates from Mysore passed the F. A. Examination and fifty-five passed the Matriculation Examination from the Mysore schools. There were 603 Government schools with 17,735 pupils, and 90 Aided schools with 6,466 pupils in 1871-72. The expenditure on education was Rs. 249,602 from Provincial Funds, and Rs. 78,018 from Local Funds. The grants-in-aid amounted to Rs. 55,183.

Teachers that are content to grope about in the circle of poor schools, poor system, and poor public sentiment cannot expect increased wages; but if they develop the professional spirit, making the schools, the system, and the public sentiment better, they will be rewarded by increased salaries.—(*Boston Journal of Education*.)

THE PROFESSORSHIPS OF HISTORY AT OXFORD AND CAMBRIDGE.

It does not often fall to the lot of a Prime Minister to fill up two professorial chairs of the same subject in both the Universities of Oxford and Cambridge within six months of each other. Yet such is the fortune—or rather, shall we say, the misfortune—of Lord Rosebery. He has had quite recently to find an occupant for the History Chair at Oxford; and now, the untimely, but not unexpected, death of the Professor of History at Cambridge has occasioned Lord Rosebery to set about accomplishing the difficult feat of choosing a qualified person to take Professor Seeley's place. Both Professor Froude and Professor Seeley were remarkable men, men who have left their mark on the literature of the day, and men who were the cause of creating a considerable amount of controversy. Professor Froude was the means of raising a storm of controversy as to what constitutes history, while Professor Seeley by his book on the *Expansion of England* created a vast amount of discussion as to the question of the Federation of England and her Colonies. Within six months of each other these two world-read men have descended to the grave, and have left no easy task to their successors to accomplish.

At present, in England, there is a dearth of first-class historians, just as there is a dearth of first-class poets. There is this difference, however, in the two circumstances. The Universities of Oxford and Cambridge must have their Professors of History, while both Mr. Gladstone and Lord Rosebery have proved it possible for England to exist without having a Post-Laureate to succeed Lord Tennyson. At this juncture, Lord Rosebery doubtless wishes he could follow the ques-

tionable precedent of William Rufus, who, as bishoprics fell vacant allowed them to remain vacant to his own personal advantage. In the case of a successor to Professor Froude, Lord Rosebery has appointed Mr. Frederick York-Powell, M. A., Student, Tutor, and Lecturer of Christ Church, Oxford. Mr. York-Powell will almost certainly render a good account of himself in the exalted position to which he has been called. He is a comparatively young man of great vigour, high attainments, and striking originality. Outside Oxford, he is known to comparatively few except to such teachers who have been wise enough to introduce into their schools his little book on the History of England to 1509. For this book is one of the best, if not the very best of its kind. Once it is taken up, one feels inclined to read it straight on to the very end. It is like the romance of history, being written in a singularly lucid, simple and interesting manner. One after another the contemporary writers are pressed into his service, and each made to tell his tale in his own quaint but intelligible language. Without being conscious of the fact the pupil is made to acquaint himself with history at first hand. But besides this text-book Mr. York-Powell has written other smaller books and monographs on English history. He is also an accomplished linguist, a very necessary qualification for an historian. He is at home even in such out-of-the-way languages as Icelandic, as is evidenced by his Reader in that language. In fact it would be very difficult to name any important subject in which the new professor could not, if he chose, pose as an authority. Political economy, social economics, and the wide range of law subjects are all special studies of this modern "Admirable Crichton." It may thus be said that Mr. York-Powell's achieve-

ments lie in the future; and he may yet show himself no unworthy successor of men like Stubbs, Freeman and Froude. It was generally supposed that Mr. Samuel Rawson Gardiner, a capable and painstaking historian of the history of England in the all-important seventeenth century, would succeed Mr. Froude. The reasons for his not being appointed have not yet appeared. If he has been passed over for no reasons of his own, Lord Rosebery has it, most opportunely, within his power to offer Mr. Gardiner the vacant chair of History at Cambridge, and may thus readily dispose of what must otherwise be the enormous difficulty of finding a suitable successor to Sir John Seeley.

It is just possible that Lord Rosebery may elect to appoint to the vacant professorship a gentleman who holds a somewhat similar position at Cambridge as that held by Mr. York-Powell at Oxford. We refer, of course, to Mr. Oscar Browning of King's College, Cambridge. Mr. Browning, like Mr. York-Powell, is a man of varied attainments and has written a good many books of more or less merit on different subjects, his forte, however, being history. But it is questionable whether he could maintain the study of History at Cambridge at the same high level to which Professor Seeley raised it.

Important, however, as was the influence of Professor Seeley, both as regards his writings and the impetus he gave to historical studies at Cambridge, opinion is divided as to his claim to be considered a first class historian. It is doubtful whether a permanent character will be attached to his work, his writings being of an ephemeral nature and polemical in their tendency. The book which suddenly made him famous was not an historical work at all, but a theological

work, the famous "Ecce Homo." Professor Seeley's fame as an historian chiefly rests on his well-known work "The Expansion of England." Although this work had the merit of attracting public attention to the important subject of Imperial Federation when that subject was first mooted, still an impartial critic is forced to the conclusion that there is very little that was novel in the views which Professor Seeley again and again reiterated, as such. The same failing appears in a recent paper by the late Professor, in which the writer insisted on the European importance of the succession of William III. to the throne of England. This is doubtless the most important aspect of William's reign, but it is an aspect which is familiar to, and has been insisted upon by most writers on that period. Such sentences as the following were written long before Professor Seeley made the important discovery (?) that England's history during William's reign was inseparably connected with that of Europe. "For, it must be remembered that, after all, this struggle (the war in Ireland, 1690) was one not merely of local or national, but of European importance. Ireland was the field upon which the relative positions of the Catholic and Protestant interests of Europe were now to be decided. William was the head of the Protestant cause, and Louis of the Catholic." The same is equally true of Professor Seeley's *Expansion of England* in which the author remarks:—"Our historians miss the true point of view in describing the eighteenth century. They make too much of the mere Parliamentary wrangle and the agitations about liberty. They do not perceive that in that century the history of England is not in England but in America and Asia." No one who has read his Macaulay, Green and Carlyle will allow such a statement to pass un-

challenged, a statement which the late Professor was never tired of making. The importance to England of the Seven Years' War with respect to America and India cannot be too much insisted on: but it is a view of that war with which most students of history are conversant. The merit of Professor Seeley was that he rightly insisted on, and successfully impressed on the public by his lucid writings, the imperial importance to England of the wars of the eighteenth century. The scheme of Imperial Federation which the late Professor did so much to foster indirectly through his book, and directly in other ways, is a question which we cannot here discuss. Suffice to say that it is problematical whether it will ever be attended with that success which its promoters desire and which the most sceptical of its opponents would gladly hail if it were ever realised.

ANON.

ON THE TEACHING OF GEOGRAPHY.

(Concluded from page 29.)

III.

As indicated at the beginning of this article, it is the aim of the present part to give a brief résumé of the views advocated by Dr. Geikie in his book on the 'Teaching of Geography.' Dr. Geikie does not specially recommend any of the methods described in the second part of this article. He leaves it to the teacher to employ the best method suited to the stage of development reached by the pupil. The course of instruction cannot but be always twofold, analytic and synthetic. On the one hand, synthesis is indispensable to produce a complete picture by the combination of the parts; while, on the other hand, analysis is essential for understanding the parts of any

unit considered. Whatever may be the method adopted, the teacher should never lose sight of the aim of geographical teaching. According to some, the principal aim of geographical instruction is to teach patriotism, to develop the intelligence and the heart, or to stimulate the religious sentiment. In the view of Dr. Geikie, however, the chief merit of geography consists in introducing the mind to the world of science proper, and of revealing to it some of the laws of nature. Geography is essentially a science; and as such it should be taught according to scientific method. It is only the study of science that can give the necessary stimulus for the development of the powers of observation and inference. And, as geography is the only science which pupils who leave school at an early age learn, it is very important that the scientific method of teaching geography should become common.

In the system of instruction common in the schools, geographical instruction begins with formal lessons on the shape of the earth, on parallels, meridians, the equator, poles, and other matters of the same abstruse kind. To do this is to begin at the wrong end of the thing. The average pupil of nine or ten years of age cannot appreciate such matters, and can therefore take no interest in them. As they are generally placed at the very beginning of the ordinary class-books, they form, as a matter of course, the subjects of the first lessons given in geography. An altogether excessive value is attached to class-books. Instead of merely serving, as they ought, to supply the text for the fuller and more interesting exposition of the teacher, such books are for the most part slavishly followed. Dr. Geikie does not mean that the text-book should be elaborately proscribed, but he maintains that the great teaching in-

strument ought to be the living voice of the master.

The lesson of the day often consists in nothing more than a repetition by rote of sentences or paragraphs from the class-book used. These are rarely expanded, or made more attractive and intelligible, by explanation on the part of the teacher. What such so-called instruction can do for the teacher and the pupil need not be described here. Suffice it to say that it is bad for the teacher and worse for the pupil. It promotes idleness and indifference on the part of the teacher. Instead of trying to do his best to invest the subject with a living human interest, he is content to become for the time a simple machine mechanically acting within the boundaries set in the class-book. This kind of instruction proves highly detrimental to children by burdening their memories with a load of information which can serve no useful purpose.

In instructing the young, the teacher should try to recall to his memory his own youth, and to see things as they appear to youthful eyes. He must make every attempt to realise the obstacles lying in the way of the child's appreciation of the world about him, to be filled with an unwearying sympathy which conquers all impatience on his side, and gains for him the trust and love of the children under his care. Mutual sympathy and esteem are a guarantee of abiding success. To strengthen this bond of union between the teacher and the taught, the former should for a considerable time avoid imposing anything by way of set tasks. The lessons may best take the form of lively talks on familiar things. The pupils should be put only such questions as they could easily answer from their own observation and experience. Such questions are well calculated to lead them to think

themselves; and their ready ability to answer queries of this easy nature gives them confidence in themselves and freedom with their teacher. The places in which the child lives, moves and has his being ought to supply the material for such questions. The objects in the schoolroom, in the playground, on the road to school, and such other well-known objects should form the theme of such questions. The aim of questions of this description ought to be to draw out the knowledge got by the pupils from their personal observation. Every question should be so framed as to need for its answer the child's actual observation with his own eyes of the thing with which the question is concerned. When such questions are properly and systematically put, the child's power of observation is developed, and a good chance is often given for those pupils whose capabilities are not well-tested by the rote lessons of the school to distinguish themselves.

But, while the teacher thus broadly lays his foundations and widens the knowledge of his pupils, he must take care to set before himself some clear and definite aim towards which the training given in the primary stage ought to advance. One of the fittest objects for this purpose is the thorough comprehension of a map. The basis of all sound geographical knowledge is the ability to comprehend a map and derive from it all the information it can give. Yet not a small part of even the educated portion of the community has but an imperfect conception of the meaning and uses of the map.

The teacher ought to give the greatest recognition possible to the important truth that geographical conceptions are best acquired by observations made at the home locality. The school and its surroundings should form,

after the home, the basis for all subsequent geographical acquisition. In its progress the young mind should always be conducted on a groundwork of actual observation and measurement. The schoolroom and playground ought therefore to serve as units, by comparison with which the pupils could, step by step, form estimates of the relative proportions of distant objects and places.

It is during infancy that we learn that things differ in size and in distance from us. The extent of difference is perceived more slowly and gradually, or sometimes never discovered at all. Among the uneducated, we frequently meet with adults who have hardly got beyond the infantile stage of mere perception. And it is not uncommon to come across individuals, even among those who call themselves educated, who are incapable of even approximately judging of the relative sizes and distances of objects. To obviate this undesirable and ludicrous result, one of the most useful lessons is to train the pupils, in the elementary stage of geographical teaching, to perceive differences of size and proportion by regular and methodical measurement. The length of a pace is the best-suited unit of measurement for this purpose; the schoolroom will be the easiest and most convenient place in which to make the first attempts in measurement. Each pupil ought to be made to go through the process; and the attention of the pupils ought to be called to the difference in the length of their paces. The teacher must gradually lead his pupils to see the necessity for some uniform standard of length, and will explain to them the use of such units as inch, foot, &c. By repeating measurements similar to those made at school, the pupils will learn to appreciate the distances of their

homes from the school, the distance that separates their village or town from the next, the size of their taluq or district, their of their country as a whole, and eventually of the whole earth, and the planetary space.

Again, it is in infancy that we begin to learn to judge of the relative positions of bodies with reference to our own bodies, that is, by recognizing them as being to the right or left of us, or in front of or behind us. But there are many who do not advance beyond this initial step. Even educated people not seldom fail to give, when asked, the position of one place relatively to another. Their power of localization does not go beyond the recognition that one turns to the right or left in passing between the two places. The requisite quickness and accuracy in orientation should therefore be acquired from early training at school.

When some progress has been made in the acquisition of elementary geographical notions, the teacher should begin to make large use of the black-board. When the dimensions and proportions of the schoolroom have been ascertained by pacing or actually measuring it, the teacher should draw its plan on the board, showing the relative positions of doors, windows, and such other prominent things. From this beginning, steps must be slowly and gradually taken to make the pupils capable of drawing for themselves on the board and on their slates rough plans of the school and of the playground. To begin with, only a general resemblance of proportion should be aimed at as a first approximation. The end to be kept in view is to make the young minds realise the relations between actual boundaries and their artificial representations. Success in this, though it is not so easy as might at first sight appear, is absolutely indispensable,

and must be attained at any cost. When this is once achieved, efforts may afterwards be made to draw the plan to scale, and with an ever nearer and nearer approach to accuracy.

Children's notions of time must also be ascertained, arranged, and developed. They know that day and night follow each other in succession, and that each day has a morning, a noon, and an evening. The pupils know the respective positions of the sun during the day, and they must be made to observe how regularly the shadow cast by a fixed-post, for instance, changes place as the sun moves in the heavens. The teacher should put his scholars questions calculated to elicit from them their own knowledge of such things. The teacher should finally summarise, in the plainest and simplest language possible, the information in this way obtained from his pupils, and when occasion renders it necessary or possible, correct it, or add to it. This summary will aid the students in their further attempts in the acquisition of geographical knowledge.

In making the school surroundings the basis of instruction, the teacher must not omit to notice that, though the principle of his method continues the same, the details will of course vary with the circumstances of the place. In a town, for instance, illustrations of the political side of geography are most prominent; in the country, on the other hand, the physical side specially invites attention. The teacher should never lose sight of the fact that his pupils cannot receive all the training they need within the class-room. Whenever practicable, he should take walks with his pupils, and call their attention to the objects on their way. The practical difficulties in the way of carrying into effect this suggestion are numerous, but are not in themselves insuperable.

executive have the power to alter the date of Convocation without reference to the Senate and so our much-maligned Governor will after all have an opportunity of saying his last say on the subject of Education. It is a pity that there are Fellows of the University who are not above importing their personal antipathies into her affairs. Some of them—a mere handful, I am glad to say—have such bitter feelings against Lord Harris that they think he should not even be allowed to have a chance of replying to the rabid attacks to which his educational policy has been all along subjected. They forget, however, that Lord Harris is retiring two months earlier than he ought only out of deference to the opinion generally expressed that it is a disadvantage to have a new Governor beginning his *regime* at the time of the annual migration to the hills. Lord Harris has shown a truly generous spirit in thus abridging his own term of office out of regard for the public interest, and it is a matter for regret that the graceful manner in which he has acted in this connection is not appreciated at its true worth by some men who pique themselves on their liberal views. It is besides an egregious blunder to think that Lord Sandhurst, even if he should consent to preside at Convocation so soon after his arrival here, would, without having had time to study the problem of Indian education, be able to give the faintest indication of his future policy in regard to that question.

* * *

The advocates of the vernaculars are in no way disheartened by the scant courtesy their proposal received at the hands of the Senate in December last, but talk of making one more attempt to get the vernaculars recognized at the higher University Examinations.

It is evident that their advocacy of this measure is based on the notion that the neglect of the mother-tongue commences from the time the native student sets his foot at College. But as a

matter of fact it commences at least four years earlier, as I shall endeavour to show.

1. Of the ten or eleven years the average native student spends at School before joining College, the first three or four are passed in the Primary classes, where the vernacular is the only language taught and where the vernacular is also necessarily the medium of instruction in all subjects. In this Presidency it has always been the policy of the Educational Department to exclude English from the Primary course, and in Government schools no pupil is permitted to begin the study of English before passing the fourth vernacular standard. Some aided schools are permitted to introduce the elements of English from the third vernacular standard, but this is always done with proper safeguards, and the Educational Inspectors take care to see that it is not done at the expense of the vernacular.

2. The next three years of the school course are passed in the Middle School classes. Here as much attention is paid to the study of Vernacular Literature as to that of the elements of English, and the vernacular is still the medium of instruction in almost all subjects.

It will thus be seen that in the first six or seven years of the school course, the vernaculars, far from being neglected, receive systematic encouragement and are attended to much more than English.

3. After passing through the Primary and Middle Standards and acquiring a thorough grounding in his own language, the student enters at the age of 12 or 13 the High School course and continues in it till he matriculates at the age of 16, or 17. The High School course being governed entirely by the Matriculation standard of the University, a classical language takes in it the place of the vernacular and the vernacular ceases also to be the medium of instruction. From this stage, the vernacular is no longer specially studied for its own sake, and though it is still kept up for translation purposes,

translation from English into the Vernacular does not receive half the attention that is paid to translation from the Vernacular into English. The student is now encouraged to speak and write and even to think in English in preference to his own language, and efforts are made to banish the vernacular not only from the classroom, but also from the play-ground, and where the parents and other members of the household know English, even from home.

4. If then it is seriously believed that recognition by the University is all that is needed for the development of the vernaculars, and that the laws of demand and supply have nothing to do with the disinclination of our graduates to enrich the vernaculars by translations of English works and by original compositions imbued with the spirit of English Literature, the proper course for the University is to check this neglect of the vernaculars in the High Schools by recognizing them in connection with the Matriculation Examination. And this could be easily done by setting an additional paper containing passages for translation from English into the vernacular and *vice versa*, European and Eurasian candidates being allowed the alternative of translation from and into a second language. At present a vernacular passage for translation into English does form a part of the Matriculation English paper, but being only an alternative for paraphrase and not exacted in addition to that most useful exercise it does more harm than good, and besides it is not intended as a test of the Vernacular but as a test of English, though sometimes an over-zealous examiner makes it a test not only of the vernacular, but also of Sanskrit, as was unfortunately the case at the Matriculation Examination of 1893, at which so many otherwise thoroughly well-prepared Gujarati-speaking candidates unexpectedly came to grief in the English paper owing to such vagary on the part of one of the examiners.

In the Higher Examinations the vernaculars would be quite out of place, and it is absurd on

the part of the advocates of the vernaculars to talk of saddling European and Parsee candidates with the useless burden of an additional English essay simply as a make-weight for the burden of vernacular composition which is thought necessary for Hindus and Mahomedans alone.

OUR LONDON LETTER

LONDON, January 1895.

There is something of a lull in the educational world of Great Britain just now, partly because of the Christmas season, partly because of the recent elections of parish councillors, guardians, and so forth.

With respect to the Universities there are only two matters to mention; the appointment of Mr. F. York-Powell as Regius Professor of Modern History, and the issue of the syllabus of the Examination in the new and much criticised School of English Language and Literature at Oxford. It is proposed to set 12 Papers, distributed as follows:—

- I. On specified works of great Authors from Beowulf to Shelley, 6 Papers;
- II. On the History of the Language, including Gothic, 2 Papers;
- III. On the History of the Literature, 2 Papers;
- IV. On two Special subjects or Periods of English Literature, chosen from a list of 14, 2 Papers.

Nothing fresh has been said on the London University question in the several letters and articles that have appeared recently. The difficulty of working two systems side by side which have no common denominator, so to speak,—the examination business pure and simple, and the work of teaching and examination where attendance at lectures is to count as part equivalent for examinations—seems to be insoluble. It is not enough that the final tests be the same for all, for the very source of the present agitation is with the teachers at the hospitals, who find their students driven away from London

by the severity of the M. R. Examination. The opposition to a change is based on a fear lest the standard should be 'lowered,' and without the value of the degree previously obtained on the old terms. Whether the standard would be lowered or not is disputed: probably it would be, in Medicine at least. But in any case the value of the present London degree in Arts and in Science is undergoing serious depreciation in consequence of the remarkable achievements of the University Correspondence College, which claims upwards of 786 successes for 1894 alone, 157 of these being graduates in Arts or Science.

All this savours of cram, not of education; and while the system may afford acceptable help to many isolated students, the result is not one to make London men proud of their University.

The University Extension Society (London Centre) have just held their annual meeting and issued their Report, from which it appears that upwards of 15,600 'students' attend their courses of evening lectures—152 in number, and that just 10 per cent. obtain certificates. The work of the Society is encouraged by the Education Department, which recognises its certificates in certain subjects; and the Gresham Commission urge their recognition as supplementing the work of the University. Some of the lectures for artisans are attended by upwards of 500 persons at once. The Society seems, at all events, to meet a demand in some departments, as for instance, where it provides scientific lectures. But its success in literature and languages is only moderate. The usual criticism that it is too academic for the bulk of men, seems to be only too true.

The Exeter branch of the Society is taking a departure which is new and interesting: and I should not be surprised if the enterprise proved a great success in suggesting a solution of the question of the Training of Teachers for Secondary Schools. Whilst men feel that the present system is wrong—where each man starts *de novo*

to make his own little system—yet no one has inspired confidence in any system of Training. A few courses of lectures by men who can speak from special knowledge qualified by actual work in schools, available for teachers of sufficient experience to appreciate such help, would seem to me excellent.

From January 3rd to January 17th, 1895, the University Extension Department of the Exeter Technical and University Extension College will hold a holiday course in the "Theory and Practice of Teaching." The inaugural address will be delivered by the Master of Downing College, Cambridge, on January 3rd, at 8 P.M. The following are the arrangements which have been made:—Twelve lectures on "Psychology in Relation to Education;" twelve lectures on "School Hygiene;" three lectures on "The Government of School Children," by Miss Hughes, Principal of the Cambridge Training College; and the following single lectures: "The Teaching of Literature," by Arthur Sidgwick, M.A.; "The Teaching of Modern Languages," with special reference to French. "Esprit de Corps among Teachers;" "Higher Education in France;" an address by M. E. Sadler, M.A., Secretary of the Oxford University Extension, Royal Commissioner on Secondary Education.

After each lecture discussion will be invited. There will also be six illustrative readings in French, from modern French authors, by Mons. Eugène Joel, B.-és-L., Lecturer at the College. The fee is one guinea.

It has been at last definitely decided that Christ's Hospital Schools shall be erected on the much-criticised Horsham site.

The Rev. H. Wesley Dennis, M.A., has been elected, subject to confirmation by the Standing Committee of the National Society, Principal of St. John's College, Battersea, in succession to the Rev. Canon Daniel. Mr. Dennis was Scholar of St. John's College, Oxford, and graduated in classical and theological honours. He has been an assistant-master at Merchant Taylors' School,

languages; and it is a method to which the tendency now-a-days is to revert. It is best explained in his own words as follows:—

"After the childe hath learned the eight partes of speech, let him then learne the right joyning together of substantives with adjectives, the nowne with the verb, the relative with the antecedent.

* * * * *

First let him teach the childe, cherefullie and plainlie, the cause and matter of the letter; then let him construe it into *Englishe* so oft as the childe may easlie carrie awaie the understanding of it; lastlie, parse it over perfittlie. This done thus, let the childe, by and by, both construe and parse it over againe, so that it may appear that the childe doubteth in nothing that his master taughte him before. After this the childe must take a paper booke, and sitting in some place, where no man shall prompe him, by himself, let him translate into *Englishe* his former lesson. Then shewing it to his master, let the master take from him his Latin booke, and, pausing an hour at least, then let the childe translate his own *Englishe* into Latine againe in an other paper booke. When the childe bringeth it, turned into Latin, the master must compare it with Tullies, booke, and laie them both together; and where the childe doeth well, either in chosing, or true placing of Tullies, wordes, let the master praise him, and saie 'Here ye do well!' For, I assure you, there is no such whetstone, to sharpen a good witte, and encourage a will to learninge, as is praise.

"But if the childe, misse, either in forgetting a worde, or in chaunging a good with a worse or misordering the sentence, I would not have the master either frowne or chide with him, if the childe have done his diligence, and used no trowandship therein. For I know, by good experience, that a childe shall take more profit of two faultes gentle warned of, than of four things rightlie hitte. For then the master shall have good occasion to saie unto him, Tullie would have used such a worde, not this; Tullie would have placed this worde here, not there, would have used this case, this number, this person, this degree, this gender; he would have used this moode; this tense, this simple, rather than

this compound; this adverb here, not there; he would have ended the sentence with this verbe, not with that nowne or participle, &c.

"In these few lines I have wrapped up the most tedious part of grammer, and also the ground of almost all the rules that are so basilie taught by the master, and so hardlie learned by the scholer, in all common scholes, which, after this sort, the master shall teache without all error, and the scholer shall learne without great paine, the master being led by so sure a guide, and the scholer being brought into so plaine and easy a waie. And therefore we do not contemne rules, but we gladly teache rules; and teache them more plainlie, sensiblie, and orderlie, than they be commonlie taught in common scholes. For when the master shall compare Tullies, booke with his scholer's translation, let the master, at the first, lead and teach his scholer to joine the rules of his grammar booke with the examples of his present lesson until the scholer by himselfe, be able to fetch out of his grammar booke be ever in the scholer's hand, and also used of him as a dictionarie for every present use. This is a lively and perfite waie of teaching of rules, where the common waie, used in common scholes, to teach the grammar alone by itselfe, is tedious for the master, hard for the scholer, colde and uncomfortable for them both."

Such is Ascham's method, a method which makes much of the principle of imitation, or teaching the pupil by putting him to work on the best models. Many have objected to Ascham's plan on the ground that his method does not develop originality. But this objection will not count for much with those who remember that the learning of a language is not a means for exercising originality. Language is purely conventional and those who would learn to become adepts at it must be- take themselves to the best authors and compare their own efforts with the best efforts of the authors whom they are studying. In England, for centuries after Ascham, such of the historian Gibbon, boys were made "to purchase the knowledge of the Latin syntax at the expense of many tears and some blood" before they approached a single author.

Happily, although there is still room for much improvement, boys now-a-days are set to apply the rules of grammar to their authors with as little delay as possible. If this method were more in vogue in India, we should probably see fewer of those wonderful prodigies who can repeat by heart countless rules of syntax, but who cannot write a decent piece of English, or even give a logical account of anything they read in that language.

THE F. A. ALGEBRA PAPER OF 1894.

Notes and Hints for Solution.

BY A PROFESSOR OF MATHEMATICS.

- I. (a) Divide $x^2y^2 + x^2y^2 + 2$
by $x^2y^2 + x^2y^2 - 1$.

First method.—Arranging the divisor and dividend in descending powers of x , we have to divide $x^2y^2 + 2 + x^2y^2$ by $x^2y^2 - 1 + x^2y^2$.

Second method.—Fractional and negative powers may be avoided by putting $x^2y^2 = a$; then divide $a^2 + 2 + \frac{1}{a^2}$ by $a - 1 + \frac{1}{a}$.

Third method.—The dividend = $(xy^{-1} + x^{-1}y)^2$ and $xy^{-1} + x^{-1}y = (x^2y^2 + x^2y^2) \times \text{divisor}$.

Fourth method.— $a^2 + b^2 + c^2 - 3abc$
= $(a + b + c)(a^2 + b^2 + c^2 - ab - ac - bc)$.

Putting $a = x^2y^2$; $b = x^2y^2$ and $c = -1$, we see that the quotient is

$$x^2y^2 + x^2y^2 + x^2y^2 + x^2y^2.$$

- (b) Find the value of $x^4 - 20x^3 + 6x^2 - 20x + 1$
when $x = (3^2 - 2^2) \div (3^2 + 2^2)$.

First method.—From the given value of x , we get

$$(1 + x)/(1 - x) = 3^2/2^2 \\ \therefore 2(1 + x)^2 = 3(1 - x)^2$$

$$\text{whence } x^4 - 20x^3 + 6x^2 - 20x + 1 = 0.$$

$$\text{Second method.—} x + \frac{1}{x} = 2(3^2 + 2^2)/(3^2 - 2^2) \\ = 2(5 + 2\sqrt{6}).$$

Transposing 10 and squaring,

$$x^2 + \frac{1}{x^2} - 20\left(x + \frac{1}{x}\right) + 100 = 96.$$

Clearing this of fractions we see that the given expression = 0.

Third method.—Writing for convenience a and b for 3^2 and 2^2 and substituting $\frac{a-b}{a+b}$ for x , the denominator of the given expression becomes $(a + b)^4$ and the numerator reduces to $48b^4 - 32a^4 = 48 \cdot 2 - 32 \cdot 3 = 0$.

II. (a) Show how a knowledge of the roots of the equation $ax^2 + bx + c = 0$ will enable you to resolve the expression $ax^2 + bx + c$ into factors.

If α, β be the roots of the equation, then $ax^2 + bx + c \equiv a(x - \alpha)(x - \beta)$.

(b) Factorise:

$$(1) 6x^2 - xy - 12y^2 + 2x + 31y - 20;$$

$$(2) (ax + by)(bx + cy)(cx + ay)$$

$$-(ay + bx)(by + cx)(cy + ax).$$

The roots of the equation

$$6x^2 - x(y - 2) - (12y^2 - 31y + 20) = 0$$

$$\text{are } \frac{1}{2}(3y - 4) \text{ and } \frac{1}{2}(-4y + 5).$$

The factors are $(2x - 3y + 4)(3x + 4y - 5)$.

First method.—The expression vanishes when $x = 0$; $y = 0$; $x = y$; $a = b$; $b = c$; $c = a$.

The factors are easily seen to be

$$xy(x - y)(a - b)(a - c)(b - c).$$

Second method.—By actual multiplication,

$$\begin{aligned} \text{1st term} &= abcx^3 + (b^2c + c^2a + a^2b)x^2y \\ &\quad + (bc^2 + ca^2 + ab^2)xy^2 + abcy^3 \\ \text{2nd term} &= abcx^3 + (bc^2 + ca^2 + ab^2)x^2y \\ &\quad + (b^2c + c^2a + a^2b)xy^2 + abcy^3. \end{aligned}$$

Hence expression =

$$(b^2c + c^2a + a^2b - bc^2 - ca^2 - ab^2)(x^2y - xy^2).$$

Third method.—The expression may be arranged as a quadratic in a, b , or c .

III. Solve the equations:

$$(1) (2a + 3b)x^2 + (3a - 2b)x + (a - 5b) = 0.$$

$$(2) x^2 + y(x + 1) = 137,$$

$$y^2 + x(y + 1) = 206.$$

$$(3) x + 2y + 3z = a; y + 2x + 3z = b;$$

$$x + 2x + 3y = c.$$

(1) First method.—

$$(2a + 3b) - (3a - 2b) + (a - 5b) \equiv 0.$$

One root is -1 , and the other $-\frac{a - 5b}{2a + 3b}$.

and secretary of the Clergy Orphan Corporation.

During the past week Cambridge Local Examinations have been in full swing at 182 centres for boys and 168 for girls. The total number of candidates entered, including the candidates for commercial certificates and those taking the Supplementary Higher Local Examination, is 10,514, a larger number than in any previous year. The total number of candidates entered in 1893 was 9,670. In the Regulations for 1895 we note that the subject of Physiology and Hygiene has been introduced in the Natural Science Sections for both senior and junior students, and that Scott's *Marmion* is given as an alternative with Shakespeare and Milton in the English Section for juniors. The new Preliminary Local Examination will be held for the first time in December 1895.

FROM OUR UNIVERSITY CORRESPONDENT.

CAMBRIDGE, January 1895.

LONDON SCHOOL BOARD.

Since I last wrote, the London School Board has been occupied in adjusting itself to its new conditions. Lord George Hamilton was elected Chairman, Mr. Diggle knowing that were he himself to retain the chair he could not reckon on the unfailing support of the undivided Moderate body. Mr. Plummer and Mr. Jackson had shown some signs of recalcitrancy. Mr. Diggle retired fighting; his speech revealed no trace of repentance, and was full of very hard hits at Mr. Sharpe, the candidate adopted by the Progressives. Mr. Coxhead was elected temporary Chairman by a majority of three; and a vote of thanks was passed to Mr. Diggle, for his services in the chair, by the party which appreciated these services. The Progressives, not appreciating him, did not vote. It is to be hoped that the new Board, if it cannot agree as to the best way of meeting the spiritual wants of the children,

will at any rate remember their bodily wants. The London Schools have been generally worse ventilated and worse appointed than almost any others in the kingdom. Here is a field on which the Rileyite and the Stanleyite can meet and work harmoniously. Otherwise it is to be feared that Lord George's post will be as unenviable as that of a referee at a foot-ball match.

One feature of the new Board will cause general regret. There is no Roman Catholic upon it. Mr. Brown, one of the most likely Catholic candidates, suffers from having too common a name. According to the story, the Receiver had issued cards of instruction to the electors, on which was written, 'Robinson, 3; Brown, 2.' The electors obeyed this conventional direction too literally; and in this way Father Brown, in many cases, received two votes where he ought to have received three. Such are the ironies of fate.

OXFORD BOARD OF ENGLISH.

The constitution of the new Board of English Literature at Oxford having been so vigorously attacked, it was not to be expected that the line of studies laid down by them should escape criticism. Mr. —I was going to name the gentleman who alone could have written the article—a writer in the *Saturday Review* has bitterly assailed the 'farrago' of subjects set to be read for the Literature School. They include Gothic, Anglo-Saxon, and Middle English; with Bacon's *Essays*, Dryden on the Epic, Milton's *Areopagitica*, and some other works. The point of the writer is that English Literature can never be understood without classical knowledge. The school, he says, is the exact counterpart of the Mediæval and Modern Languages Tripos at Cambridge, which is 'the laughing-stock of the literary world.' Bitter as this criticism is, there is some justice in it; and it is to be hoped that the coming examiners, by a liberal construction of their powers, will set good traditions for future times to work upon.

In all these lessons the teacher should systematically eschew anything approaching the professorial methods, or a style of lecturing. The tutorial method, the system of question and answer, it cannot be too often repeated, must be scrupulously followed. The teacher himself should never attempt to discourse; he should, on the other hand, endeavour to find out the knowledge and experience of his pupils. He may sum up what has been gathered during the lesson from the whole class, and even add to it by filling in some of the more perceptible gaps. But his additions to the common stock of knowledge thus acquired ought not to predominate, at least in the earlier lessons. They should be thrown in only when naturally suggested by what has been gained from the class.

The teacher may often with profit take some incident of the day, or something that has drawn the notice of his pupils, as the suggestion for a lesson. For example, a wet morning may suggest a lesson on rain; or the flitting of a butterfly through the class-room serve as an opportunity for introducing to the students some of the wonders of animal life. Such topics naturally rivet the attention of children. The teacher must therefore be ever on the alert for materials on which he may exercise his pupils' powers of observation and reflection.

(To be continued.)

EDUCATIONAL PIONEERS.

II.—Ascham.

Possibly some of our readers may be surprised to see the names of Ascham and Milton, the latter of whom will be discussed in our next issue, appearing in a series of Educational Reformers or Pioneers. We must confess to sharing their feelings to a certain extent. Both Ascham and Milton were educational pioneers in some respects; but they both fall incomparably below such men as Comenius, Locke, Rousseau, Pestalozzi and Fröbel, although there are those who would place both Ascham and Milton on a much higher plane than their work would seem to justify.

Roger Ascham is chiefly known as having been tutor to Queen Elizabeth, and to King Edward

VI. There is little to be told about his life which, owing to his great prudence, was altogether uneventful, although he lived in such precarious times as those of the four Tudors, Henry VIII., Edward VI., Mary and Elizabeth. To have been the friend and adviser of these four successive monarchs was a feat worthy of the best performances of the "Vicar of Bray." Ascham was born in 1515 and died in 1568, but it was not till two years after his death that his well-known work, the "*Scholemaster*," on which his reputation as an educational reformer depends, first saw the light of day. He graduated at St. John's College, Cambridge. Shortly after taking his degree he taught Prince Edward and the Princess Elizabeth the art of writing. This is a fact worth remembering to the credit of a man who was a master of Greek and Latin, but who did not think it beneath him to teach the humble art of writing. The moral need not be pointed out in a country like India, where teachers and students often agree in thinking that the art of writing well is quite beneath their notice. He also taught the Princess Elizabeth both Latin and Greek, and he and the Princess seem to have formed a kind of mutual admiration society. He has nothing but praise for Elizabeth, whom he speaks of as being "modest, docile, and deferential" to him as a teacher. The Princess's brother apparently did not share this unqualified admiration for the Princess Elizabeth, for he nicknamed his sister *Lady Temper*. This, however, by the way. Ascham evidently proved to be a capable teacher, and what he says of the attainments of Elizabeth cannot be taken as altogether a partial statement, for we know from many other sources that Elizabeth displayed a wonderful mastery of Latin and Greek. This is what Ascham says of her: "She attained to such perfect understanding in both the tongues, and to such a ready utterance in the Latin, and that with such a judgment, as they be few in number in both Universities or elsewhere in England that be in both tongues comparable to Her Majesty." Ascham's *Scholemaster* explains the method by which this result was accomplished; and it is in this method wherein lies Ascham's claim to be considered as an educational reformer. It is the method of double translation that characterises Ascham's method of teaching

Second method.—Using the Hindu method of solving a quadratic,

$$\begin{aligned} & \{2(2a+3b)x + (3a-2b)\}^2 \\ &= (3a-2b)^2 - 4(2a+3b)a - 5^2 \\ &= (a+8b)^2. \end{aligned}$$

$$\therefore (4a+6b)x + 3a-2b = \pm(a+8b).$$

(2) *First method.*—Adding the two equations,

$$(x+y)^2 + x+y = 342$$

$$\therefore x+y+\frac{1}{2} = \pm\sqrt{342\frac{1}{4}} = \pm 18\frac{1}{2}$$

$$\text{whence } x+y = 18 \quad \text{or} \quad -19 \quad \dots (A)$$

Subtracting the second equation from the first,

$$(x-y)(x+y-1) = -68.$$

$$\therefore x-y = -4 \quad \text{or} \quad 17/5 \quad \dots (B)$$

Second method.—From the first equation,

$$y = (137-x^2)/(x+1).$$

Substituting this value in the second equation and simplifying,

$$5x^2 + 4x - 273 = 0;$$

$$\text{whence } x = 7 \text{ or } -39/5.$$

First method.—The given equations are:—

$$x + 2y + 3z = a, \dots \dots \dots A.$$

$$3x + y + 2z = b, \dots \dots \dots B.$$

$$2x + 3y + z = c, \dots \dots \dots C.$$

Eliminating x , from A and B and A and C,

$$5y + 7z = 3a - b; \quad y + 5z = 2a - c.$$

$$\text{Eliminating } y, \quad 18z = 7a + b - 5c;$$

$$\text{Similarly } \dots \quad 18y = 7c + a - 5b;$$

$$18x = 7b + c - 5a.$$

Second method.—Taking $A + Bm + Cn$,

$$x(1+3m+2n) + y(2+m+3n)$$

$$+ z(3+2m+n) = a + bm + cn.$$

$$\text{Thus } x = (a + bm + cn)/(1 + 3m + 2n),$$

provided m and n are so chosen that

$$2 + m + 3n = 0 \text{ and } 3 + 2m + n = 0.$$

$$\text{whence } m = -\frac{2}{5} \text{ and } n = -\frac{1}{5}.$$

IV. 'If x varies as the sum of two quantities, one of which varies directly as y and the other inversely as y^2 ; and if when $y=1$, $x=37$ and when $y=2$, $x=11$; find the value of x when $y=3$.

$$\text{Obviously } x = l(my + \frac{n}{y^2}).$$

where l, m, n , are constants.

$$\text{By hypothesis, } 37 = lm + ln,$$

$$\text{and } 11 = lm.2 + \frac{ln}{4}.$$

$$\therefore ln = 36, \text{ and } lm = 1.$$

$$\text{Hence } x = y + \frac{36}{y^2}.$$

$$\text{If } y = 3, \text{ then } x = 3 + 4 = 7.$$

(To be continued.)

OUR BOMBAY LETTER.

Out of 1,686 candidates at this year's University School Final Examination only 265 have been declared successful. Of these 265 no fewer than 252 are Hindus. Of the rest 5 only are Parsees, 5 are Mahomedans, and 3 are Christians. This shows how very unpopular the School Final is with all but Hindus. The Parsees give this examination the go-by because it leads to nothing but Government Service on about Rs. 15 *per mensem* to commence with and is therefore ill-adapted to the requirements of that ambitious race. How high their aspirations generally are will be evidenced by the fact that at the last M. A. out of 10 successful candidates no less than 6 were Parsees, 3 of them old pupils of the Parsee Benevolent Institution.

Principal Hathornthwaite some time ago gave notice of his intention to move the Senate to sanction the holding of the Annual Convocation which is fixed for the third Monday in February, a week earlier, so as to allow of H. E. Lord Harris, B.A., G.C.I.E., presiding on the occasion, as he is leaving India on the 16th of February. The question was to have been brought forward at the meeting held on Monday the 14th instant, in the sanguine anticipation that it would be carried unanimously. But as it became known that certain cantankerous members talked of opposing the proposal tooth and nail, Principal Hathornthwaite very wisely declined to submit his motion to such churlish treatment. It has fortunately been discovered that the University

THE LATE MISS BUSS.

The death of Miss Frances Buss is an event not to be passed over in silence. As Head Mistress of the North London and Camden Collegiate Schools for Girls she had done work for the higher education of women that can hardly be overestimated. I have known many of her pupils, and have been struck with the keenness and intelligence, as distinct from mere knowledge, that they had acquired under Miss Buss's care. Her pupils swarmed at Newnham and Girton, and generally did themselves justice. But the effect of a great teacher's work is not to be estimated by the results of a few years at college. That work is essentially preparatory; and—if fairly estimated at all—can only be judged after many years. I do not know whether any one is thinking of writing a life of Miss Buss: if competently done, such a book would hardly be inferior in interest to Stanley's *Life of Arnold*. Her successor is not yet appointed; but the thoughts of many will turn to her able and energetic coadjutor of so many years, Mrs. Sophie Bryant, so distinguished as the first lady D.Sc. of London University, and as a prominent member of the Ladies' Liberal Association.

ASSOCIATION OF ASSISTANT MASTERS.

I spoke in my last letter of the Association of Assistant Masters. Since I wrote, the Association has been holding meetings in various parts of the country. Judging from the reports of these meetings, it would seem that two thoughts predominate at present in the minds of Assistant Masters. The first of these is that there ought to be some system of registration, based on proved knowledge and skill. Masters ought to hold certificates of learning, equivalent to a degree at one university, and certificates of teaching ability, obtained either from senior masters or from some accredited body. The second point is perhaps more important; that Head Masters should be chosen from the ranks of Assistants, of at least five years' standing. We should then not

see, as we so often see now, men of age, ability, and experience subjected to the caprice of novices almost fresh from the University. What is wanted is some assurance that years of service will meet their reward, and that a man of fifty will not go on receiving the salary he had at twenty-five. Before long, doubtless, something will be said about the enormous disproportion in the stipends of masters. Head masters often receive thousands, while their assistants have to be content with a maximum of two hundred. In Germany this evil is unknown, and it is felt that it has been known too long in England. The ideal would seem to be a combination of the organisation of Germany with the freedom of England.

The Delegacy for the Training of Teachers have presented their first Report. The Report contains a statement of the progress made by the Day Training College in the first two years of its existence. Its complaints are the usual ones—want of preparation for University studies, and the still more eternal want of cash which vexes all public institutions.

The higher education of women proceeds apace at Oxford. Mrs. Arthur Johnson has retired from the Secretariate of the Association for Women's Education; but she has been succeeded by Miss Rogers. Everything points to a steady development in the future. An interesting sign of the times is the fact that in almost simultaneous numbers of those two popular magazines, the *Strand* and the *Ludgate*, which are perhaps keener than any others to see the way the wind blows, contain articles on the Ladies' Colleges at Cambridge, illustrated in the usual finished style.

An excellent scheme has been brought before the notice of the English public by Professor Paul Barbier, of the University College of South Wales, an old friend of mine. English and German ladies, willing to teach foreign languages, are admitted into French training Colleges for Primary teachers. The lectures, according to

M. Barbier, are on a level with those given in the very highest forms of public schools in England; and the success of the scheme hitherto has been most marked. The students receive training in the art of teaching French, Science, and Art; as well as board, lodging, and firing for forty francs a month! This scheme is under the direct control of the French Minister of Public Instruction.

OXFORD AND CAMBRIDGE UNIONS.

To turn to a different subject. It has been my misfortune that I have not been able to attend any of the Union Debates during the last Term, but I have been assured by many friends that they have on the whole more than maintained the standard of the past. Topics of the day, such as the 'Empire' case and the School Board Elections, have been discussed, perhaps more than usual. It is interesting to compare the different fates in the two University Unions of the motions on the School Board. At Oxford—I read in that lively local paper, the *Isis*—Mr. Boyd Carpenter, the son of the Bishop of Ripon, proposed 'that this House approves of the conduct of the Moderate party.' His speech was serious and very able; and it called forth a reply of extraordinary vigour from Mr. Belloc, whose speech seems to have bristled with good things. 'There are words in the Circular so distinctly theological, that I should be called to order for quoting them in this House; and so controversial, that they were debated for a long time in the Council of Nicea.' I have been assured by one who has heard all the best speakers of the time both at Oxford and at Cambridge, that Mr. Belloc is the best speaker at either University: and I can well believe it. He was, soon after this speech, elected President by a very large majority. Mr. Simon of Wadham supplied the unconscious humour in which the Union, like the House of Commons, takes such delight. 'Mr. Boyd Carpenter says the parents prefer the policy of the Moderates. Can he bring forth

these parents? I don't believe he has one.' This, of a gentleman one of whose parents is no less than a Bishop, was too much for the House. But in spite of the eloquence of Mr. Simon and Mr. Belloc, the motion was only lost by 77 to 95.

At Cambridge, where the undergraduates, as always, are less conservative than at Oxford, the defeat of the Moderates was much more crushing, and this though the speakers on the Progressive side were far less able than at Oxford. Speaking on the motion 'that the House regards with satisfaction the Progressive gains at the election,' Mr. Matthews spoke on the penny wise and pound foolish policy of the Moderates. He was too statistical for the House; and when after twenty minutes of dreary fact he passed on to a drearier waste of 'sanitation and building,' rain-water pipes and falling roofs, the audience became restive. The speech of the evening was that of an ex-President, Mr. Whiteley, who asserted that the Moderates wished to bury the Circular. 'But we must kill it first; we don't want it buried alive.' Other speakers followed, urging more expenditure and less theology. Finally the motion was carried by the immense majority of 85 to 34. After debates like these, the perennial Union flowers, such as 'Psychical Research' and 'Ought the same standard of conduct to be required from women as from men?' attract but little notice.

Meanwhile, the thoughts of all educational authorities, Professors, Schoolmasters, and, school-boys alike, are occupied with one subject in which they all agree, the practical enjoyment of the Christmas holidays. For, however people may differ as to what is to be done in Term-time, all are in harmony as to the necessity of occasional relaxation; and, with the sad thought that before this reaches you the Christmas holidays will be a thing of the past, I draw this letter to a close.

The Director of Public Instruction, Madras, has issued a circular to all aided schools, insisting on the teaching of drawing as a compulsory subject in every school, and stating that that subject is no longer to be considered optional. The value of drawing as an aid to technical education is unquestionable.

education. Its author is well-known as an enthusiastic member and lecturer of the Imperial Federation League and it can scarcely be doubted that it was written with a view to promoting the laudable aims of that body, a former President of which—Lord Rosebery—contributes an appropriate preface.

The main idea of the book is that boys and girls cannot be trained to become proper English citizens without understanding clearly the relation to each other of the various portions of their vast national domain. In order then to bring vividly before their minds the greatness of their inheritance and of their responsibility, Mr. Parkin pursues the picturesque and instructive method of conducting his young readers on an imaginary tour "round the Empire," visiting in turn all the various Colonies—Crown Colonies and Self-governing Colonies and those in the intermediate stage of the enjoyment of Representative Institutions. The last two chapters deal with the "Trade of the Empire" and "How our Colonies are governed." The studied simplicity and transparent clearness of the style—a result of the author's thorough grasp of his subject—eminently fit the book for use by intelligent teachers in the higher forms of Indian Schools. Recognising that no geography teaching that does not appeal to the eye as well as to the ear can be satisfactory, Mr. Parkin has copiously illustrated his book with judiciously selected and well executed maps and other woodcuts. We may here draw attention to the diagram on p. 2 showing the comparative areas of the United Kingdom and the principal countries within the Empire, and to that on p. 100 illustrating the proud boast that "on the British Empire the Sun never sets." The copy sent us bears the mark "fiftieth thousand," so that the merit of the book has already been found out at home. Its low price should especially favour its introduction into Indian Schools. We have noticed only one little mistake. The Marquess of Dufferin correctly so designated on p. 38 is styled Earl Dufferin in the foot-note on p. 42.

A COMPLETE MANUAL OF SPELLING ON THE PRINCIPLES OF CONTRAST AND COMPARISON, WITH NUMEROUS EXERCISES, BY J. D. MORELL, M.L.D., H. M. Inspector of Schools, London, Paris and Melbourne, Cassell and Co. 1s.

We must candidly confess that we do not believe in the utility of books that profess to teach the whole art of English Spelling. English spelling is a thing *sui generis*. A competent

authority tells us that "Italian children spend, in learning to read and write, 1,500 hours less than English children!" And Dr. Morell himself in his Preface bears witness that (in spite of the extra 1,500 hours) 18 out of every 19 failures in the Home Civil Service examinations are in Spelling. The fact of the matter is that English Spelling being the miserable chaos that it is there cannot be any "principles" or "system" at all in the manner of learning it. As Professor Skeat says: "There is now only one rule—a rule which is often carefully but foolishly concealed from learners,—namely, to go entirely by the LOOK of a word, and to spell it as we have seen it spelt in books." The experience of all those who have always spelt correctly from their earliest years will bear us out when we say that the secret of spelling correctly lies mainly in plenty of reading. Children should be encouraged to read as much as possible, instead of committing to memory columns upon columns of dissyllables, trissyllables and polysyllables. On other grounds, too, we regret that we cannot recommend Dr. Morell's book, even to those who believe in teaching how to spell. There are numerous inaccurate statements in it. On p. 5 we are told that the vowel sounds in *snare* and *hair* are the same as in *ale*: this is not the case. On p. 6 the vowel sound in *ass* is said to be the same as that in *calf*: this is not true either. On p. 7 we are informed that the vowel sounds in *mown* and *law* are the same! On p. 10 the author includes the sound of long 'I' (i.e., the sound of the noun "eye" or of the pronoun "I") under *vowel*—thereby meaning single vowel-sounds, being blissfully ignorant of the fact that it is a diphthongal sound. (On pp. 21–2 diphthongal sounds are treated of, and of course the sound just referred to is omitted. Our author seems unable to distinguish a vowel-letter from a vowel-sound.) In *war* and *laurel* the vowel sound is longer than in *what* (p. 12). Whatever may be the custom north of the Tweed, south of that river such words as *nurse*, *purse*, *furze*, *urser*, *surgeon*, *sturgeon* are pronounced as if spelt *nerse*, *perse*, &c., the *r* of course being completely ignored (p. 13). In *murderer* according to Dr. Morell all three *r*'s are sounded (p. 14); in reality only the second *r* is sounded when the word stands by itself or precedes a word beginning with a consonant, but the third *r* is sounded in addition to the second *r* when the word following begins with a vowel. We cannot afford space to enumerate all the inaccuracies in the little book before us. We have said enough to justify the condemnation pronounced above.

ACKNOWLEDGMENTS.

The Editor acknowledges with thanks receipt of the following books :—

UNIVERSITY CORRESPONDENCE COLLEGE PRESS, A *Text-book of Sound*, by Edmund Catekpool, B.Sc., 3s. 6d.

CLARENDON PRESS, OXFORD, A *Class book of Elementary Chemistry*, by W. W. Fisher, M.A., F.C.S., second Edition, 4s. 6d.; *Book-keeping*, by G. C. Hamilton and John Ball, 2s.; *First Lessons in Tamil or an Introduction to the common dialect of that Language*, by Rev G. U. Pope, M.A., D.D., 7s. 6d.; *A Brief History of the Indian Peoples*, by Sir W. W. Hunter; *Shakspeare's Much Ado About Nothing*, by W. A. Wright, M.A.; *Practical work in General Physics*, by W. G. Woolcombe, M.A., B.Sc.; *Practical Work in Heat*, by W. G. Woolcombe, M.A., B.Sc., *Elementary Mechanics of Solids and Fluids*, by A. L. Selby, M.A.; *Euclid revised*, by R. C. J. Nixon, M.A.; *A Text-book of Algebra*, by W. S. Aldis, M.A.; *Elementary Politics*, by Thomas Raleigh; *Grammar of the Bengali Language*, by J. Beames, B.C.S.; *Historical Geography of the British Colonies*, by C. P. Lucas, B.A.; *A Burmese Reader*, by R. F. St. Andrew St. John, Honorary, M.A.

S. P. C. K. MADRAS, *The Rakshanya Yâthrikum, Tamil Poetical Work*, by H. A. Krishna Pillai, Palamcottah.

EDUCATIONAL INTELLIGENCE.

MADRAS.

THE money sanctioned for the maintenance of a Persian School at Rajahmundry having elapsed by the death of the last holder on the 31st December, 1888, and no competent person having come forward to receive it on the condition of maintaining the school, Government has decided, on the recommendation of the Director of Public Instruction and the Collector of Godavery, that the allowance shall be utilized for two Scholarships for Mahomedans in the Rajahmundry College under certain conditions, each Scholarship being Rs. 45 in value per annum.

THE Executive Committee of the Council on Aided Education in Madras, we hear, has submitted a memorial to Government praying that a conference of managers of aided institutions, with officers of the Educational Department may be ordered to be held to discuss details of administration in regard to the

Educational Rules and the Grant-in-Aid Code. The memorial has been submitted to the Director of Public Instruction for remarks.

THE Director of Public Instruction in December last submitted proposals to the Madras Government for the reduction of the Second Grade Training College at Calicut to the status of an Upper Secondary Training School, and for the establishment, as a tentative measure, of an independent Technical, or more strictly Commercial School at Calicut. It is proposed to make this Commercial School itinerating, that is to say, to remove it from centre to centre according as the demand for commercially trained students is exhausted at each particular centre. This, according to Dr. Duncan, seems to be a simple and economical way of affording instruction in Technical subjects in the chief towns of the Presidency. The saving effected by the abolition of the Training College is proposed to be spent on a scheme for increased education among the Moplahs, which the Education Department has under consideration. The Government of Madras has sanctioned Dr. Duncan's proposals.

THE Government of Madras has sanctioned the proposal that the Government Gold Medal to the best Hospital Assistant student should be awarded on the results of a written examination in addition to the oral. The proposal was made by the Director of Public Instruction with the approval of the Medical College Council and the Surgeon-General with the Government of Madras.

A STUDENTS' Home in connection with the Maharajah's College, Mysore, has just been opened as an experiment and another in connection with the Normal School, Mysore. The monthly fee for each student will for the present be 6 Rs. for board and one rupee for rent of room for the former, and Rs. 6 only for the latter.

THE Director of Public Instruction has been appointed *ex-officio* President, and Mr. H. A. Stuart, Secretary, of the Board of Examiners for the next Provincial Civil Service Examination.

THE Hon'ble Dr. D. Duncan, M.A., D.Sc., having resigned the Presidentship of the Madras School Book and Literature Society, the Rev. J. E. Sell, B. D., has been appointed President.

THE Director of Public Instruction has notified that the Central Middle School, Tanjore, having failed to fulfil certain conditions of recognition, has been removed from the list of recognised schools.

SUBJECT to confirmation by the Government of India, the Madras Government has sanctioned the free grant of a piece of land to the Victoria Students' Hostel Committee. The market value of the site is estimated at Rs. 37,540.

HER Excellency Lady Wenlock invited the lady students of the Madras Medical College to a Garden Party at Guindy on the afternoon of Saturday, the 26th of January.

THE Government of Madras has promised to give due consideration to the suggestion made by the Hon'ble Mr. C. Sankaran Nair at the last meeting of the Legislative Council that a larger number than usual of graduates who are natives of India, should be appointed to be Fellows of the University. The Hon'ble Member pointed out that out of 134 Fellows, only 40 are natives, and that of these only 24 are graduates.

THE Mysore Government has decided to give grants in aid of indigenous schools in the province, and rules on the subject will shortly be issued.

Two Memorials from Mysore and Bangalore respectively will shortly be submitted to H. E. the Governor of Madras requesting that Mr. M. Rangacharya, M.A., Lecturer in the Kumbakonam College, may be nominated a Fellow of the Madras University to represent the Kannada language on the Senate of the University.

A LARGE and influential meeting was held at Government House on Wednesday, the 30th of January, under the auspices of Her Excellency Lady Wenlock to concert measures to perpetuate the memory of the first Indian lady novelist, the gifted Mrs. Sathianadan. It was informally decided that the memorial should take the shape of a medical scholarship in aid of the Dufferin Fund. A Committee was appointed to receive and invest funds, and to make all the necessary arrangements to carry out the object in view of the meeting.

A Government of India Scholarship to England, will, as a special case, be placed during the current year at the disposal of the University of Madras. Candidates wishing to compete for the Scholarship should apply to the Registrar of the University with the necessary certificates before the 15th of next month.

BOMBAY.

APPLICATIONS for two studentships to proceed to England for Higher Education for the current year in connection with the Jamsetjee Nusserwanjee Tata Endowment Scheme will be received by the Honorary Secretary under the terms and conditions of the scheme, full particulars of which may be obtained from him at Victoria Buildings, Parsee Bazaar Street, Fort, Bombay. The studentships are open to Parsee candidates only. Applicants should fully state their age, educational qualifications, &c., and enclose copies of certificates.

THE ceremony of laying the foundation-stone of the new building for the Dadabhai Cowasjee Tata Anglo-Vernacular School, Navasari, was performed on 31st of December 1894, by Khari Bahadur Kersasp Rustamjee Dadachanjee, M. A. LL.B., Naib Dewan, Baroda State. From a report read on the occasion by Mr. Kanga, the school Secretary, it appeared that the school was started in 1880 with a fund of only Rs. 300. The next year the school was endowed with a donation of Rs. 7,000 from the estate of the late Dadabhai Cowasjee Tata, whose name the school bears, and the fund now amounts to Rs. 21,000, mostly the gift of Mr. Ratanjee D. Tata in memory of his father. Some time ago, Mr. R. D. Tata offered a further sum of Rs. 20,000 for a new building for the school on condition that His Highness the Gaekwar's Government should supplement the building grant with an equal amount, and grant a suitable site free of cost. Thanks to the enlightened co-operation of the Dewan of Baroda, Government offered Rs. 20,000 for the building and Rs. 10,000 for the site, so that the new building will cost Rs. 50,000, and will be a handsome and commodious structure, fully adapted to the school requirements, situated in an open locality, and affording facilities for a playground and a gymnasium.

THE results of the University School Final Examination, were announced on the 7th of January last in the University Hall. There were thousand six hundred and eighty-six candidates, out of whom only 265 passed.

THE Government of India, with the acquiescence of the Governor of Bombay and the present Commander-in-chief, have ordered that the Native Normal School at Poona for the training of School Masters for native regimental schools, should cease to exist from the 1st of April next. The school was opened in 1856 and has since been doing good work. It is now abolished ostensibly for the reasons that Bengal and Madras have no such training College, and that the military Budget will have Rs. 1,875 to spend on some other military object.

BAI DINBAI NUSSEERWANJEE PETIT, who has offered five lakhs of rupees for building a Public Hall for Bombay, has made arrangements for erecting a building for the J. N. Fort Reading Room and Library at a cost of a lakh of rupees. A plot of ground of 1,000 square yards, on the Esplanade, has been purchased at Rs. 38 per square yard, on which a building for the Library will be erected with a spacious hall attached.

PROF. LOISETTE delivered at the Novelty Theatre on the afternoon of the 10th of last month the first of his course of three instruction lectures on what he tersely designates as "Assimilative Memory." The attendance was very large, and included a great number of native graduates and students in addition to most of the well-known members of Bombay Society. The Professor proposes to go on a lecturing tour through India.

PROF. M. MACMILLAN delivered a lecture on 'Lucretius' on the 18th of last month in the University Lecture Room. The lecture was open to the public. It is the second of a series of six lectures on the Latin Poets, being the Wilson Philological Lectures for the year 1894-95. The first lecture, which was given two days before the second, was of an introductory character, and sketched the history of Latin poetical literature up to the death of Ennius.

His Highness the Nawab Sahib of Radhanpore will found a Scholarship in the name of Lord Harris to enable the recipient to prosecute his study of Medicine in Europe.

THE *Times of India* announces that for the first time in the annals of the Bombay University, a young man hardly out of his teens, has been declared successful at the examination of the Master of Arts, and placed in the second class, and will receive this high degree of the University at the ensuing Convocation. Mr. Pestonjee Sorabjee Patuck, M. A., Fellow of the Elphinstone College, who is now 19 years of age, matriculated at the age of 14, obtained the B. A. degree with honours in the first class in 1891, and has now ascended still higher. He is said to have applied for the Government of India Scholarship for the prosecution of studies in England.

THE annual distribution of prizes to the pupils of the Frere-Fletcher Girls' School, Bombay, took place on the 23rd of last month with the Venerable Archdeacon Goldwyer-Lewis in the chair. The strength of the school was about fifty, of which twenty-eight were non-Christians, consisting of Parsees, a Jewess, and a Hindoo. The result of the Matriculation examination was eminently satisfactory. Out of four girls who had gone up three had passed, two of whom had taken the tenth and twelfth place among the Bombay candidates, and the twenty-fifth and twenty-seventh places among the candidates of the whole Presidency.

THE Jubilee of the Bombay Native General Library was celebrated on Wednesday the 23rd of January in the presence of a very large and influential gathering in the Framjee Cowasjee Hall at Dhobitalao, on the ground-floor of which the Library is located. One of the first founders of the institution, Rao Bahadur Raghoba Janardhanji, was specially invited to be present on the occasion. The library owes its present prosperous state to the devotion and earnestness with which the last Librarian worked for it for over a quarter of a century, and to the disinterested services rendered by Mr. A. Framjee Moosa as Honorary Secretary from 1857 to 1893. The Hon'ble Mr. R. M. Sayani, President of the Managing Committee, opened the proceedings with a long speech in which he traced the history of the institution from its very inception. The couple of hundred members with which the institution started, has now swollen into eleven thousand.

BHIVANDY is a rising town in the Tanna district with a population of some fifteen thousand souls. The want of a suitable building to house the local school has been felt by the inhabitants for a long time. The late District Deputy Collector exerted himself to find subscriptions to supply this want. The inhabitants freely contributed their mite, and local, municipal, and provincial funds also gave their share. These joint contributions not being found sufficient for the purpose, the late Mr. Byramjee Jeejeeboy, C. S. I., generously undertook to supplement them. He gave Rs. 8,000 for the school-house, and the local authorities in return gratefully resolved to call the school after his name. The foundation-stone was laid on Saturday the 19th ultimo by the Collector of Tanna. This is the second school for which the Tanna district is indebted to the munificence of this generous donor.

A MEETING of the Aryan Ladies' Association was held at Bombay on Friday the 11th of January to receive Dr. Ruckmabai, the late Lady Secretary of the Association, who had studied Medicine in England and Brussels, and has obtained the diploma of L. R. C. P. in London, and the degree of M. D. of the University of Brussels.

BENGAL.

IN the last B. L. Examination, the Ripon College stands prominent. The first passed candidate in order of merit is from that College, and thirty more have passed in the second division. There are three more students in the first division, namely, one from the T. N. Jubilee College, Bhagalpur, one from the Patna College, and one from the Metropolitan Institution. The total number in the second division is 71. Of these, besides the thirty from the Ripon College, the Metropolitan claims 15, the City College 12, the Patna College 4, the Dacca College 2, and the Rajshahi College, the Hooghly College, the Midnapore College, and the Berhampore College, each one.

THE education of the blind in India is not to be neglected, thanks to Mr. Garthwaite who has adopted the Braille alphabet to the principal Indian languages and dialects. Mr. Garthwaite has received promises of help from various quarters, and a Committee is now at work at Calcutta to bring the system within the reach of our blind.

It is reported that Mahamahapadhy Pundit Mohesh Chunder Nyayaratna, C. I. E., is about to retire from the Principalship of the Calcutta Sanskrit College, and that Babu Nilmony Mukerji, Professor of Sanskrit in the Calcutta Presidency College, has been appointed to succeed him.

A DEPUTATION from the Indian Medical Congress consisting of Surgeon Major-General Price, Surgeon Col. Harvey, Dr. Lethbridge, Dr. Simpson and Mr. Ernest Hart, waited upon Sir A. P. MacDonnell,

REVIEWS AND NOTICES.

AN INTRODUCTION TO THE STUDY OF ENGLISH FICTION, BY W. E. SIMONDS, PH.D., HEATH & CO., BOSTON, U. S. A., 1894.

This is an exquisitely printed little book of 240 pages. It consists, roughly speaking, of two parts, the first being a critical account of the rise and development of Fiction, the second part consisting of selections illustrating the first part. The author attaches a very wide meaning to the term Fiction, and on the strength of this, traces his subject as far back as the early Anglo-Saxon times,—Beowulf, The Canterbury Tales, Sir Thomas More's Utopia, The Euphuës, The Arcadia, The Pilgrim's Progress, all being comprehended under the title Fiction. Personally we think this arrangement somewhat misleading, as some people may think that an introduction to English Fiction is synonymous with an account of the English novel which took its rise a century and a half ago. However, the main part of the criticism on English Fiction is occupied by an account of the English novel in particular, and so the author may be forgiven. But we do not see why in a book on English Fiction, foreign novelists like Victor Hugo, Dumas, Tolstoi, Zola, and Ibsen should receive more than sufficient notice to show the effect of their writings on the English School. Once more we think that the selections should not have been confined to extracts taken from only a few of the English novelists noticed by the writer. We think the selections might have been well supplemented by judicious extracts from Thackeray, Dickens, Scott, George Eliot, and Lytton, among others. Apart from these slight defects, the book is an excellent one and one which we should like to see widely circulated in India. It would help to create a taste for the better class of English fiction in the minds of Indian students to the exclusion of the unwholesome attachment to such works as Reynolds'. The world at present is being flooded with an amount of trashy fiction which is not worth the paper it is printed on. Let our students betake themselves to such standard novelists as those mentioned above, and they will be amply rewarded. We welcome the book under review, because it is well calculated to induce our students to take to such a course of reading.

LESSONS IN THE NEW GEOGRAPHY, FOR STUDENTS AND TEACHERS, BY SPENCER TROTTER, M. D., HEATH & CO., BOSTON, U. S. A., 1894.

Messrs. Heath and Co., of Boston, U. S. A., hold a leading place among the publishing firms of America—a place which they well deserve, and

which they will easily hold, if all the works they issue are sent forth as efficiently got up as the work before us. It is a real pleasure to turn over the pages of this book, and to note the excellent quality of the paper and the ideal type, and above all the remarkably well-executed diagrams which illustrate the letter-press. We would particularly refer to the different physical maps copied from Lambert's projection. They constitute a valuable feature of the book, and a careful study of them is calculated to leave an indelible impression on the mind such as no amount of reading would do. The book is one which we can safely recommend to Indian teachers. It is by no means a compendium of geography, such a compendium as is required by those who appear for the Matriculation Examination. But we undertake to say that any teacher who masters this book, and who gives his pupils the benefit of his knowledge, will make what is generally the duller lesson of the week the most attractive and interesting, and will thus indirectly go far to ensure the success of his pupils in any examination on the subject. It is a book, too, which, on account of the great attention it pays to the influence of geography on history, of the geographical considerations which affect the distribution of the races of mankind and the ethnological description of those races, can also be safely recommended to those students whose optional subject for the B. A. Degree is that of History. In it the dry dead bones of conventional geography are revived, and the whole subject is invested with an interest which makes it, as it should be, one of the most interesting and educative that can possibly be studied. The publishers cannot do better than send specimen copies to the educational libraries attached to the offices of the different Directors of Public Instruction in India in order that teachers may be induced to procure copies of this admirable work.

THIS WORLD OF OURS—AN INTRODUCTION TO THE STUDY OF GEOGRAPHY, BY H. O. ARNOLD-FOSTER. Third Edition, Cassell & Co., London.

The chances are that any educational work which is issued from the well-known firm of Messrs. Cassell & Co. is likely to be both sound in matter, and as regards appearance as perfect as the printer and binder can well nigh make it. Mr. Arnold-Foster's book is a case in point. That gentleman has shown himself particularly able in filling up, within the last few years, many serious gaps in educational literature. He must be already well known to our readers as the author of "The Citizen Reader," "The Laws of Every-day Life," and other works intended for

children. The teaching of geography leaves much to be desired. This is not the place to dilate on the vicious method, or rather the absence of all method, which generally characterises the teaching of that all-important subject. The book before us is one which, although specially written for children, is not likely to form a part of the limited stock of books which constitute the Indian student's library. We regret this because it is calculated to give children an intelligent grasp of a subject which being crammed-up for the purpose of passing examinations, is generally misunderstood. But teachers who wish to teach the subject as efficiently as they can will do well to purchase a book which will supply them with material for giving a hundred interesting lessons. They will be considerably assisted by the admirable illustrations which appear on almost every page. We cannot do better than give the scope of the work by mentioning the titles of the different chapters. The introductory chapter deals with the various subjects related to geography; the succeeding chapters are as follows:—the earth as a planet in space; the position of the earth—summer and winter; method of measuring long distances by triangulation; measurement of the earth; latitude and longitude—their uses; maps and their uses; climate; the thermometer; the weighing of the earth's atmosphere; climate and isothermals; geography and geology; rivers; historical, political, military, commercial and statistical geography; the connection between geography and human life or occupations. We know of no other work which covers the same ground; and we would particularly recommend the book to normal students throughout the country. With it, they might confidently face the ordeal of giving a criticism lesson on a subject in which they usually lamentably fail.

THE TUTORIAL LATIN GRAMMAR, BY B. J. HAYES, M.A., LOND. AND CAMB., AND W. F. MASON, M.A., LOND.; Second Edition. W. B. CLIVE, University Correspondence College Press.

Latin Grammars of late years have been very plentiful and their number is now well nigh legion. Hardly a year goes by without one or more being added to the long list we already possess. Yet, for all that, the Tutorial Latin Grammar is not a needless addition. It is not so much that it has deviated from the usual plan adopted by most grammarians as that its explanations are lucid and its arrangement is carefully executed. In this respect it is undoubtedly the grammar *par excellence* for beginners. The

writer has seen the need, and amply has he supplied it. A glance at the way in which he has treated the First Declension and his clear explanations thereon, are sufficient guarantee of the fact. This also may be said of his remarks on the Verbs. All through the book we find the same care manifested. Simplicity has been the aim of the writer, and while he has omitted nothing of importance, he has carefully avoided confusing the mind of the beginner with those long lists of exceptions and other minutiae which to most writers on the subject appear so indispensable.

The work is one intended for beginners, and the author has ever borne this fact in mind. Especially in this respect do we think the book deserving of attention, and all who have the education of the youth at heart would do well to give this grammar a trial.

CASSELL'S LESSONS IN FRENCH, London, Paris and Melbourne, Cassell and Co. *New and Revised Edition*, 138th Thousand. 4s. 6d.

These Lessons originally appeared in the pages of Cassell's Popular Educator, for which work they were drawn up by the late Dr. Fasquelle. In consequence of the high encomiums bestowed on these Lessons by those who without any other aid had learned from them to read and write French, the Publishers issued them in a separate form after they had been subjected to a thorough revision by Professor DeLolme. In the edition before us the Lessons have been still further corrected according to the 7th Edition (1877) of the Dictionary of the French Academy, and considerably enlarged by Professor E. Roubaud, B. A., (Paris), and thus brought up to date philologically. To those who are unable to study French under a master we can strongly recommend the book whose merits have been recognized in England by its adoption by the London School Board. It is a fact within our knowledge that, less than a twelvemonth ago, a Madras Matriculate obtained admission into one of the Scottish Universities with a view to the prosecution of his medical studies, after very successfully passing an Examination in French only, for which he had prepared himself by a four months' study of the *Lessons in French* along with one or two French Readers.

ROUND THE EMPIRE, BY G. R. PARKIN, M.A., with Preface by the RIGHT HON. THE EARL OF ROSEBERY, K.G., London, Paris and Melbourne: Cassell and Co., 1s. 6d.

We welcome the book before us as an important contribution to the literature of elementary

on the 4th of January last. Mr. Hart, acting as spokesman of the deputation, requested that the Government of India might extend and develop its encouragement for the study of preventive Medicine. In doing so, he pointed out the large encouragement which is now being given to such study throughout Europe, and indeed in every part of the world. He showed in what ways the Government might best promote the cause of medical research. Sir A. P. MacDonnell, in reply, assured the deputation of the willingness of the Government to give their suggestion the fullest consideration within the limits of the Government's resources.

The last Annual Convocation of the Calcutta University for conferring degrees on graduates took place at the Senate House on the evening of the 26th of January last. Sir A. Croft, in presiding, addressed the Convocation.

We congratulate the *Calcutta University Magazine* on its entering upon the second year of its existence.

FROM a report which appears in the January number of the *Calcutta University Magazine*, we are glad to notice that the Society for the Higher Training of young men has been making almost phenomenal progress. The number of student members enrolled up to date is three hundred and forty-two in addition to fifty senior members. The Debating Club in connection with the Society has held meetings every fortnight. 'The Study of Poetry,' 'The Sea Voyage Movement,' 'The Introduction of Bengali into the Calcutta University Curriculum,' 'The Causes and Remedies of Indian Poverty' were among the subjects discussed at the fortnightly meetings. On the 8th December last, a very instructive lecture on "Electrical Radiation," illustrated by new experiments, was given before a large audience by Professor, J. C. Pose, B.Sc., in the Hall of the General Assembly's Institution in connection with this Society. Within the last four months almost all the principal Bengali books have been added to the Society's Library. The total number of volumes in the Library, including the books lent by the Government, amounts to about three thousand and five hundred. There is also a Reading Room attached to the Society. We congratulate the Society on the princely gift of Rs. 500 by H. H. Maharanee Surnomoyee, C. L., for the extension of its present tennis ground. The Association also maintains a music class; instructions in harmonium playing are given to the members by a teacher who regularly attends the class twice a week. We are heartily glad to read that the music class is proving attractive to the members of the Society. It may not be out of place to mention here that the *Calcutta University Magazine* is edited by the Secretaries of the Society.

FEMALE Education appears to be making progress in Bengal; 29 ladies have passed the Entrance Examination of the Calcutta University, 5 the F. A. Exa-

mination, 2 the B. A.; 4 have passed at four different examinations on the Faculty of Medicine, and one, who took the M. A. Degree three years ago in the subject of English Literature, has passed the examination for that degree a second time, taking Philosophy for her subject.

NORTH-WEST PROVINCES.

ARRANGEMENTS have been made for the religious instruction of the pupils in the Colvin School for the sons of the Talukdar at Lucknow. In this institution a Hindu Pandit, a Shia Moulvi, and a Sunni Priest are employed to teach religion to Hindu and Mahomedan Shia and Sunni pupils respectively.

It will be interesting to learn that since last year the Lieut.-Governor of the N.-W. Provinces has allowed the Director of Public Instruction to nominate once a year some officers of the Educational Department to a Deputy Collectorship. Principals of Colleges are under the same policy allowed the privilege in alternate years of nominating their best graduate to a probationary Deputy Collectorship. The scheme is said to have given great satisfaction.

FROM the retiring Director's Report on the progress of Public Instruction in the N.-W. Provinces during the past year, we glean the following facts and figures. The number of public educational institutions was a little under five thousand, a decrease of fifty-six over the figures of the previous year; the number of pupils, however, has increased by eleven thousand, and now stands at about two hundred and thirty-three thousand. The private schools number considerably over six thousand, with not quite sixty-nine thousand scholars. Only about twelve thousand are girls out of this total of over 300,000 pupils. The proportion of girls of school-going age to the population is 37, while that of boys is 793. The total expenditure in the N.-W. Provinces for the year was Rs. 36,12,928.

The following curious story is recorded in the annual report, recently published, on the work of the Educational Department in the N.-W. Provinces. A dull boy who had no chance of passing by his own merits was clever enough to get the cover of his answer book transferred to five other answer books and *vice versa*. The fraud would not have come to light, had not one of the victims, who was plucked, prayed the Registrar for the favour of re-examination. The request was granted, and a comparison of the handwriting resulted in the identification of all the answer books to which a wrong cover had been transferred. In the end, one candidate who had failed was now found to have passed in the first division, and another was raised from the second division to the first, while the culprit, for whom or by whom the fraud was perpetrated, was plucked.

THE Quarterly General Meeting of the Indian Buddhist Text Society was held in the hall of the Indian Association of Science at Calcutta on the 7th ultimo, with Sir Alfred Croft in the chair. Before the proceedings of the meeting commenced, a deputation of Singalese gentlemen, headed by their high priest, waited on the Chairman with a representation, urging the advisability of opening a class in the existing Sanskrit College for the study of Pali. The Chairman said that he would have much pleasure in recommending the suggestion to the Government of Bengal, in case there should be a fairly sufficient number of people desiring to learn Pali.

PUNJAB.

DR. M. A. STEIN, Principal of the Oriental College, Lahore, has brought out a "Catalogue of the Sanskrit Manuscripts in the Raghunatha Temple Library of H. H. the Maharaja of Jammu and Cashmere," an imperial quarto of about four hundred pages. The collection, which includes over 4,500 manuscripts, is not an old one, having been formed by the late Maharaja Ranbir Singh who in 1857 built a temple to Rama in Jammu, and gave it a temple's greatest ornament in the shape of a library. In an interesting and learned preface, Dr. Stein shows that the collection contains much of considerable interest and importance for the history of Sanskrit literature. In an Appendix, he has given a series of extracts from the more important books, which go some way towards bringing the library to each student's door.

PRIZES and medals worth nearly 1,400 rupees were offered by private liberality in the Punjab on the results of the Middle, Entrance, Intermediate, B. A. and M. A. Examinations of 1894.

INTER-CASTE schools are reported to be a great success in the Punjab, where the boys of high and low castes learn together, but are grouped in different parts of the school-room.

WITH respect to the curious variations which have been of late attracting so much attention in the annual percentage of passes in the Punjab University Examinations, the Syndicate has passed an important resolution recommending the Senate to appoint standing Sub-Committees for each of the five Faculties, namely, Oriental Arts, Law, Medicine, Science and Engineering, whose duty it shall be to submit for the approval of the Syndicate and Senate the name of the examiners for the various examinations connected with each Faculty not later than the 31st of March of each year.

WITH a view to promote the cause of female education in the Punjab, the Senate of the University of Punjab has resolved to open a special "certificated" class for women at the Lahore Medical College. Women taking this course will be allowed to practise as licentiates of Medicine and Surgery without obtaining a University Degree.

A MUSSULMAN gentleman has been appointed Examiner of Sanskrit in the next Entrance Examination of the Punjab University.

FOREIGN.

THE First Lady to win the title of Doctor of Literature of the University of London is Miss Elizabeth A. S. Dawes. Miss Dawes is a daughter of the Rev. J. S. Dawes, D. D., of Durbiton. She was a Girton scholar, and is now Head Mistress of a private school for girls.

MR. FREDERICK YORK-POWELL, M. A., Student of Christ Church, Oxford, has been appointed to succeed the late Mr. J. A. Froude as Regius Professor of Modern History at the University of Oxford. He is a man of middle age, with a high reputation for learning and industry.

A TECHNICAL school at Colombo was opened last month by the Governor of Ceylon.

A NEW post has been created under the English Education Department for the purpose of obtaining special information and issuing special reports, from time to time, in relation to educational work at home and abroad. The frequent demand for fuller information on many educational subjects, and the great increase of purely administrative work, both at the Educational Department in Whitehall and at the Science and Art Department, have made it desirable to have a separate officer in charge of a small additional branch for the above-mentioned purpose, who will be designated "Director of Special Inquiries and Reports." This appointment has been accepted by Mr. M. E. Sadler, Student of Christ Church, and Secretary to the University Extension Delegation at Oxford.

THE total number of persons admitted to the degree of Bachelor of Arts of the Cambridge University during the year ended December 19, 1894, was 754, in addition to 46 Bachelors of Law. Of the Bachelors of Arts 363 obtained honours—90 a first class, 120 a second class, and 153 a third class. Of the 391 ordinary B. A. Degrees, 20 obtained a first class, 35 a second class, and 336 a third class.

THE annual meeting of the Modern Language Association was held in the first week of January last at University College, London. The aim of the Association is to obtain for modern languages the status in the educational curricula of the country to which their intrinsic value, as instruments of mental discipline and culture, entitles them, apart from their acknowledged commercial and utilitarian importance. A resolution declaring that it was desirable that an oral test should be made compulsory in the M. A. Degree of the London University was carried.

nominate this year as Fellows a majority at least of native gentlemen, out of the total number to be added to the Senate. We fear it is too much to hope that the Convocation proceedings this year will be marked by conferring the Degree of Doctor on some one of those few native gentlemen who have done good original work in this Presidency. This is a degree which we readily admit should not be conferred indiscriminately and without due regard to merit; but surely there are some upon whom this degree could with confidence be conferred. Certainly it cannot be questioned that such a recognition of merit would go far to encourage that original research, the too general absence of which we all acknowledge and deplore, but which we do so little to incite and develop.

* * *

It is a source of real satisfaction to all those who are concerned in the welfare of India to note the increasing interest which is being attached to the subject of Athletics in this country. The proofs of such interest abound in Colleges and Schools which only a few years back could boast of neither tennis, football nor cricket, but now rejoice in all three. The Gymnasium which once represented the sole means for taking vigorous exercise, now takes a subordinate place among the other more efficient and popular means. In fact, in many cases, it is being altogether discarded, and is never brought into requisition except on those rather melancholy occasions when, under the eye of the gymnastic instructor, certain exercises are gone through in a most perfunctory manner. This is not to be altogether regretted, when the immense superiority of manly games, such as tennis, cricket, and football to gymnastics is considered. The credit of having brought

about this happy and promising state of things is due in large measure to those Englishmen who by their approbation, example, and participation have induced a love for manly vigorous exercise. In this respect it is not for nought that India for the last few years has had two comparatively young Governors, Lord Harris of Bombay and Lord Wenlock of Madras, who have done their best to encourage the development of Athletics in India. Themselves no mean performers with the bat, they have appeared in the field itself, or they have spared no pains to create a healthy competition by bringing together the best representative teams. Lord Harris has just left the shores of India, and in less than twelve months Lord Wenlock will follow; but we trust that the impetus they both have given to Athletics in India will continue to show its effect by an ever-increasing interest in a subject which they both have had so much at heart. Fortunately, there is every prospect that this will be so. The love for manly games has been too firmly implanted in the breast of young India to be lightly uprooted. We are glad to see that the Madras Athletic Association has this year given signs of a vigorous future, that the recent sports at the Agricultural College, Saidapet, gave evidence of increasing popularity, and that Mr. Justice Best in presiding on that occasion was able to point to his own healthy state of mind and body as the result of his love for athletics in his younger days. If the late Sir Justice Muthuswamy Iyer could have made the same statement of himself, we should not now be deploring his untimely end.

* * *

The Hon'ble and Rev. Dr. Miller.

It was with deep concern that we heard of the serious illness of Dr. Miller, the

Principal of the Christian College, Madras, at the beginning of the present year. It is with feelings of thankfulness that we hear of his return—all too slow, however, to allay all cause for anxiety—to a state of convalescence, and of his return to those pressing immediate duties which demand his attention before he can take that prolonged rest now rendered imperative. We are glad that he has prudently, although reluctantly, refused the honour of Moderatorship which Scotland appreciatingly offered him. Dr. Miller has laboured too long and continuously in this country to lightly undertake additional duties in whatever pleasant and honourable a form they may come. Our first wish is to see Dr. Miller restored to our midst with his wonted health and vigour, and this can only be realised if he jealously guards that residuum of strength left him after a prolonged career of usefulness such as does not fall to the lot of most men even in a less trying climate than that of India. He will leave the shores of India amidst the good wishes and the hopes for his speedy and safe return of all those who admire the single-purposeness and disinterestedness of his career.

ORIGINALITY IN HINDUS.

It has for a long time past been a standing slur on the intellectual acumen of the Hindu races that their literary productions evince an utter want of originality. Either from an anxious solicitude to advance their position by stimulating their various activities, or from a vain delight in criticism, people have hurled that charge against the Hindus, and have tried to make it out to the best of their abilities by evidence, theoretical and historical, that in no department of knowledge have they been able to exhibit more than a mere capa-

city for compilation and abstraction. They have held it up as a weakness that is capable of being remedied by a certain amount of willing self-exertion and independent thought. But, when a charge is explained away by circumstances over which the victims have no control, it becomes no longer tenable. The charges of commission or omission are valid only so long as those against whom they are framed, either have wilfully committed an offence while it was in their power to avoid it, or have wrongfully neglected a duty while it was in their power to perform it. When, however, neither of these is the case, when the circumstances tending to foster the growth of a power have been naturally or artificially withdrawn, when the conditions essential to the display of that power have been neutralised by forces inherent or adventitious, then the charge of a want of that power laid at the door of an individual or a whole nation is decidedly and flagrantly unjust. Originality, or the power to suggest new thoughts or new combinations of thought, consists either in striking out identities between facts or phenomena apparently far remote, as in the case of the Universal Law of Gravitation; or in discovering machinery for the furtherance of human comforts by trials and failures, as in the case of the water-pump; or in the extension of such machinery through similarity to other cases, as in the extension of the water-pump to the air-pump; or in suggesting new methods and devices for the practical conduct of business, as in the suggesting of new methods in the management of a big firm or in the planning of war-like operations; or finally in evolving out of one's own mind a synthetic whole which represents perhaps a system of Cosmology or Ontology, so interconsistent and harmonious

in its parts, and so far accordant with the known facts and principles of nature, as to suggest the idea of its being an inspiration. That the Hindus are at present lacking to some extent in this power in any of its phases suggested above, may be admitted; but that this want of originality should be hurled as a reproach against them, and made a ground for trifling with their dignity by declaring, for instance, that they are destined for ever to drag a miserable existence in absolute subjection to foreign races, is, as I hope to show, manifestly unfair. The Hindus are what they are, not by Will, but by nature and force of circumstances. I now proceed to explain the various causes that have made them what they are, and shall hence show as best I can that the reproach to which they are often subjected, is to a great extent unmerited. If I here assume a position that may be distasteful to some of my countrymen, it is not because I am oblivious of the fact that, under the favourable conditions afforded by the benign British rule, there are already making their appearance, now and then, men of high culture and superior powers. It is because I feel that men of the type of Edison, Huxley, Kant or Spencer have not yet been produced in India after the different alien administrations had begun to affect her, though I am fully disposed to think that, if the present conditions be allowed to develop, the day will not be far distant when the towering geniuses of the West will find their powerful rivals in the East much to their joy and more perhaps to their inconvenience. And now to the causes.

Depression from long years of foreign rule.—In the first place, let me point out that the Hindus have for a long time been a down-trodden race. They have long suffered terribly from the incidents of foreign rule. From

time to time they have had to submit patiently to the sportive and free indulgence in the exercise of might on the part of the individual members belonging to the conquering race, whose domineering settlement in their midst has been in all cases more or less subversive of their speculative tranquillity and the grandeur of their social fabric. The suspicious concern which characterised their attitude towards the conquerors at the commencement of every such settlement materially interfered with their plan of living, and was ill-calculated to promote healthy and independent thought. And their subsequent relation too with them, which was never one of unalloyed amicability, was not conducive either to the progress of thought or to their material well-being. Original thinking requires as its background a large fund of objective knowledge. Where this is wanting, originality of any degree worth the name cannot possibly exist. And for the acquisition of such objective knowledge, so many forces must contribute. Genial climate, domestic peace, tolerant rule, competent fortune, healthy mind, and freedom from such disturbances, social and political, as are destructive of a peaceful life and of the very possibility of scientific thought, are among the most important conditions that largely minister to the storing up of ideas which are the material of original thought. And it will be found that most of these conditions were far from being satisfied in the case of the Hindus during their career of ignominious subjection to foreign races. When a race is trampled under foot, its freedom of action curbed, its enjoyment of comforts prevented, and its equanimity of mind disturbed, then it can hardly turn its attention to invent a new machine, to strike out a new identity, or to compose a new system. The energy available

gladly endorse if only for the successful action that has followed its adoption. Of the importance of encouraging private enterprise in matters educational in a country where many influences debilitate against initiative action, it is not necessary to enlarge. But Lord Harris did well to emphasise its importance, as also of that home aspect of College life which is so peculiar and, to our minds, enviable a feature in the English educational system. Fortunately, the people are slowly awaking to a fitting sense of its importance; and soon each second and first grade College in India will count among its indispensable adjuncts a suitable Home for its students. If education is a preparation for life, how insufficient and contemptible is the view that would narrow its definition to a knowledge of books! Without thought and judgment a man is 'deep-versed in books and shallow in himself.' And 'thought' and 'judgment,' as essentials in the formation of character, may be best developed in that home atmosphere of College life which Lord Harris so well described.

* * *

It is many years since the Senate House of the Madras University had the privilege of hearing within its walls a Convocation Address delivered by the Chancellor. This year's Convocation will therefore be a red-letter day in the record of Convocation Addresses. We are glad that Lord Wenlock has consented to address Convocation; not that he is likely to start novel ideas in connection with the problem of Education, or to make his address more interesting and useful than those of many who have already addressed Convocation. But Lord Wenlock is gifted with practical common sense; he has had unrivalled opportunities for studying the problem of

Indian Education during the last few years. He has travelled throughout the Presidency, and has never failed in the not-always pleasant duty of visiting educational institutions and of giving expression to his views on those occasions. He has, too, as Governor of the Council, been brought face to face with broad educational questions demanding much thought and judgment in their solution. His good sense he has shown in this very matter of Convocation by postponing to his last year of office the public expression of his views on Education in his capacity as Chancellor of the University. Those views, therefore, will be valuable, apart from their merit as possibly embodying the opinions of Government, as being the outcome of Lord Wenlock's total and varied experience while in this country.

Dare we hope that this last appearance of Lord Wenlock in his capacity of Chancellor of the University will be marked by an accession to the Senate of a larger number of native gentlemen, of whom there are many well-qualified for the honourable position of Fellows of the University? There can be no question that the native element in the governing body of the University should be much more largely represented than it is; and in this respect Madras is certainly behind the sister Universities of India. The Chancellor, the Vice-Chancellor, the Members of the Syndicate, and the Chairmen of the different Faculties and seventy-five per cent. of the Fellows of the University, are Europeans. It must be confessed that it is an anomaly that an Indian University should be almost exclusively monopolised by Europeans, unless these gentlemen can justly claim to represent native opinion. We trust that Lord Wenlock will see his way, therefore, to

show some originality, though not of a very superior order. Political and social organisations of the present day, irrespective of the advisability or inadvisability of the policy which such organisations involve as intended to subserve certain ends, bear veritable testimony to the existence of that kind of originality. I must confess that the existence of a problem to combat, instead of thwarting originality, paves the way for its appearance. Necessity is the mother of invention. And when I said that the originality of the poorer classes is stifled on account of their food problem, i. e., the problem of how to maintain the struggle for existence, I never meant to deny that it is exhibited in lower forms among them for the purpose of obtaining food and eluding the grasp of more powerful adversaries. But all this unfortunately does not pass for originality. Before foreign disturbances affected India, I may mention that the land was full of original geniuses, such as, Sankaracharya, Bashyacharya, &c., the scientific rigour of whose intellects in building up systems of speculative philosophy, and the marvellous monuments of whose original thought in that department, have remained almost unrivalled up to the present time. Before the advent of any foreign rule, new systems of philosophy had developed from age to age and new branches had diverged, such as would transcend the intellectual grasp of many a mighty mind. I shall next proceed to the consideration of those causes which have disabled even the richer and more enlightened classes from developing fast the little powers that they have come to possess of independent thinking.

A. SUBRAHMANYAM AIYAR.

(To be continued).

ETHNOLOGY, A TEMPTING STUDY FOR GRADUATES.

In his remarkable address in 1887 Sir M. E. Grant Duff, as Chancellor of the University of Madras, drew special attention to the several branches of study to which Graduates could usefully devote their time and energy; and he laid great stress on their cultivation of the Dravidian vernaculars. Lord Harris in his last Convocation speech, whilst guarding against a forcing system for studying the vernaculars, recommended a persuasive method of encouragement for those students who with the aptitude and talent may combine the love and leisure for that study on its own merits. These students are precisely the men who would naturally extend their researches from the vernaculars to the people who speak them, and who would be attracted and fascinated by the tempting study of ethnology and take delight in tracing back to their origin the unknown dialects of the hillmen, and disentangle the complicated intricacies of many of the castes. It is true Mr. Venkayya, in his treatise on "The study of the vernaculars" in the *Madras Christian College Magazine*, takes his educated young countrymen sharply to task for their want of zeal and eagerness in the study of their mother-tongue, and laments the sterility of native oriental research; nor has much been accomplished in the unattractive field of Dravidian philology by native scholars of the Madras University period. The first solid foundation for the study of the vernacular languages of Southern India has been laid by a number of distinguished European scholars. It suffices to mention Dr. Caldwell's "Comparative Grammar of the Dravidian Languages," and the first really useful Dictionaries, viz., that in Tamil by Dr. Winslow, and

after such a paralysing subjection it has to spend in maintaining the struggle for its own existence as a race, in accommodating itself to the situation as best it can, and in finding occupations and means to preserve a degree of mental composure which seems so necessary to render life, a burden as it is, an easy and tolerable burden. It is no doubt true that long years of foreign rule must inure a people to its inevitable evils and throw them into a subjective attitude of mind, thus enabling them to seek relief in introspective thought; but in the absence of a substratum of objective knowledge, or in the absence of a competent fortune to support life, original thinking worth the name is not fostered, nay, even thinking becomes low, one-sided, and cramped. How can serious thinking exist where there is no food to eat, but plenty of hard work to do?

The poor, inured to drudgery and distress,
Act without aim, think little and feel less.

But, under the British rule, the horrors of a foreign administration do not exist. There is greater security of person and property, greater freedom of speech and action, and greater scope for intellectual expansion. Law regulates the conduct of individuals, and facilities are afforded for communication which ought to render easy a free exchange of ideas and general progress of scientific thought. And yet the incidents of a foreign rule strictly so called, are as much inseparable from the British rule, however beneficent it may be, as from any other rule. The most beneficent Government can improve the circumstances of the subject nation and increase the number of the enjoyable benefits, but can never prevent the operation of those forces that are inherent in it as a foreign Government. If, according to Lord Cromer's calculation, the average income of a native of British India is

Rs. 27 per annum, then it is not easy to see how it is possible for him to live on that small income without being daily much distressed and worried. This income of Rs. 2-4, is the average income per head per month. Therefore, the poorer classes of people can only be supposed to live on a much smaller income than this. As a matter of fact, some of the poorer classes actually starve on some days in the month. Thus, then, the middle classes whose income is represented by Rs. 2-4 per month per head, and the masses who live on scanty food, have incessantly a very great problem to grapple with, namely, the problem of how to maintain life. Their originality, therefore, must necessarily get stifled on account of this problem which they cannot avoid facing. It may now be asked why, if originality exists in the nation, it does not at least appear in the richer classes who get a very good income, who have no overwhelming difficulty to combat, and who have hence their minds free to think. But, besides the fact that other causes have worked in their case to effectively diminish the pace of acquisition of the power of original thought, it must not be forgotten that they have got also a problem to combat, particularly the more enlightened of them, namely, the amelioration of the condition of their poorer brethren. They are much distressed to find their famished brethren of the masses being carried off by thousands during the times of famine. They are anxious to see that the poor ryots are well educated, their interests are not trifled with, and that their general condition in society is also improved. Again, their hands are full with the combating of social and political difficulties, whatever may be the nature of these difficulties real or fancied. I must not here omit to notice that, in doing so, they do

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All contributions, books for Review, &c., should be addressed to the Editor, Mysore. Articles and communications intended for publication in the succeeding issue, should, as far as possible, reach the Editor not later than the 20th of the month. The Editor solicits contributions on all subjects of educational interest.

All remittances and communications regarding advertisements should be forwarded to the Publishers, EDUCATIONAL REVIEW OFFICE, No. 4, Mount Road, Madras.

The Educational Review.

Lord Harris in his recent The Bombay Convocation Address before the Bombay University touched on many of the burning educational questions in India at the present day. On the subjects of the Vernaculars, Primary Education, the importance of private enterprise as a means towards the development of Education, and the home aspect of College life he spoke in no uncertain terms, terms which, we imagine, will commend themselves to most of those who have the interests of education in India at heart. The importance of a thorough knowledge of the vernaculars of the country cannot be exaggerated. It is a

lamentable and universally acknowledged fact that many graduates know less of their vernacular language than they do of English, and are thus debarred, at the very outset, from entering the large field of research and original work which awaits their labour in India. Compulsory University Examinations in the vernaculars have not proved efficacious in inspiring a love for the vernaculars for their own merits, and we agree with Lord Harris that that desirable purpose will be best served by generous offers of scholarships and prizes. Lord Harris boasted that, while he had not neglected the interests of higher education in India, he had not hesitated to absorb two-thirds of the large increase in the Provincial Revenues for the purposes of Primary Education. He saw nothing more important in this country than that the agricultural population should be taught at least to keep their own accounts and thus avoid that recklessness in money matters which forced them to become the passive victims of possibly avaricious and unscrupulous money lenders. This is not the highest view to take of the necessity for diffusing Primary Education throughout the country; but it is a view which a ruler would naturally take, and it is one which we would

another by "Two Apostolic Missionaries" printed in Pondicherry; in Telugu that by Dr. Brown; and the two really critical Dictionaries, that in Malayalam by Dr. Gundert, and, last not least, that in Kanarese by Rev. F. Kittel who is at present engaged in Germany in preparing a Kanarese Grammar on scientific principles for College students. Thus foreigners have supplied a complete philological apparatus, and placed it at the disposal of every student who wishes to penetrate deeply into the Dravidian vernaculars, so needful to the student of Dravidian Ethnology.

Likewise, there is ample help provided by European scholars to guide aright those who wish to pursue the study of Ethnology, which in its modern treatment has become a science requiring comprehensive knowledge and patient and undaunted perseverance. The Lahore Conference on Ethnography in 1885 has drawn up a Code on certain difficult points of ethnographical terminology, a series of questions calculated to elicit the salient characteristics of the several castes, and a set of special questions dealing with caste intricacies in greater detail. It seems that on these lines the Census-Commissioner for India has laid down his instructions for the Provincial Census-Commissioners; but though the ethnographical programme was thus given, few ethnologists have acted upon it, and with the exception of three—those of Mr. Nelson's Madura, Mr. Cox's North Arcot and Mr. Grigg's Nilgiris—all the other District Manuals were particularly defective regarding the information on castes. No wonder then that Mr. Stuart, in his "Report on the last Census of the Madras Presidency," complains of the dearth of ethnological research, and urges upon ethnologists to secure a more accurate and detailed knowledge of the Dravidian race which

has its home chiefly within the Madras Presidency. An examination of Chap. VIII. of the Madras Census Report on the "Parent tongue" and of Chap. X. on "Caste, Tribe or Race" with a sub-division into 55 groups, opens out a large variety of topics of the utmost interest, and which can best be elucidated by Native scholars, and as newspaper—or magazine—articles make rare reading, if presented in an elegant and attractive form. Those who are acquainted with the writings of that distinguished oriental scholar, Dr. G. Oppert, will find in his last work on "The Original Inhabitants of Bharatavarsha" much scope for exercising their critical acumen in his treatment of the Dravidian race, basing as he does his conclusions perhaps too much on purely philological grounds, which renders his classification of the Dravidians not strictly ethnical. Another Ethnologist, Mr. Chas. Johnston, B.C.S. M.E.A.S., writing on "The Dravidians and their Home," accentuates, in opposition to Dr. Oppert, a clear, ethnical race-type for the Dravidians, which he finds in their black or blackish colour besides other ethnical characteristics: average height, cephalic and orbital index, build, facial type, texture of hair, colour of eyes, customs and traditions. But even without these ethnographical programmes a good deal of excellent work has already been done by native students; and there is every promise of further success, if ethnography is taken up more systematically by those scholars who have in their writings shown their eminent qualifications for the task. In the following list an enumeration of the headings of ethnographical sketches, published in the *Madras Christian College Magazine* and in the *Madras Mail*—the *Indian Antiquary* was not accessible to the writer—evidences the variety of subjects treated, and holds out a fair prospect of more work for the future.

THE Board of Indian Civil Service Studies at Cambridge have reported that owing to changes in the regulations made by Government in 1892, there is no longer any reason for granting the selected candidates for the Civil Service of India exemption from the previous examination for the additional subjects; and they have, therefore, recommended that the exemption allowed on April 6, 1878, be no longer permitted.

DURING the past year in the Edinburgh University the total number of matriculated students (including 140 women) was 2,949. Of this number 767 (including 128 women) were enrolled in the Faculty of Arts, 155 (including 5 women) in the Faculty of Science, 68 in the Faculty of Divinity, 454 in the Faculty of Law, 1,494 in the Faculty of Medicine, and 11 (including 7 women) in the Faculty of Music. Of the students of Medicine, 622 (or nearly 42 per cent.) belonged to Scotland, 498 (or fully 33 per cent.) were from England and Wales, 74 from Ireland, 59 from India, 205 (or nearly 14 per cent.) from British Colonies, and 35 from other countries.

THE number of degrees conferred during the year was:—Master of Arts, 88; Doctor of Science 7; Bachelor of Science 28; Bachelor of Divinity 9; Bachelor of Laws (LL.B.) 10; Bachelor of Law (B.L.) 2; Doctor of Medicine 64; Bachelor of Medicine and Master in Surgery (M.B., C.M.) 245. The General Council of the University now numbers 7,642 members.

THE total annual value of the University fellowships, scholarships, bursaries, and prizes now amounts to about £15,930.

MR. BRYCE, M. P., President of the Board of Trade, speaking at Keightley, said that the Secondary Education Commission were impressed—first, by the want of co-ordination among the educational authorities; secondly, by the comparative neglect of literary subjects by the prominence of grants to scientific and technical subjects; thirdly, by the want of really skilful teachers; fourthly, by the necessity of making general education go hand in hand with technical education. Intelligence and taste were now conditions of success in manufacture; and the foundation of a general education was needed. In view of increased leisure and greater opportunities in the future, a broad conception of education should be maintained.

EDUCATIONAL NOTES.

THE second Resolution of the Vaish Conference is on the promotion of female education, and we are glad that in it they have laid great stress on the fact that the well-being of the community greatly depends upon the education of the girls. It is very gratifying that the Conference has adopted the following methods to give a practical effect to the resolution on female education:—

(a) That a Select Committee consisting of five members with power to add to their number be formed, to compile and collect Nagari text-books suitable for female education.

(b) That females be also trained in the art of needlework and cooking.

(c) That the Select Committee do its best to establish and start female schools in different places by raising local subscriptions.

(d) That all persons present should pledge themselves to educate the wives and daughters of their families, and to lay before the Conference specimens of needlework and other handicrafts followed in their families.

WE also learn that a number of delegates then signed a pledge binding themselves to carry out this Resolution.

SIR JOSEPH FAYRE has recently published a work on the preservation of health in India, in the course of which he makes the following observation on mental health:—"Intellectual torpor and stagnation are as much to be dreaded as physical, and nothing is so likely to prevent irregular habits as well-ordered mental occupation. Physical health is so much influenced by—indeed I may say dependent on—mental health that the soundness of the one often implies that of the other."

WRITING in her recent work, *Woman in India*, Miss Billington says that what seems to her, and to others, certain is that the religious influence exerted in Mission Schools has but the scantiest results. She finds the explanation in the answer she got from a very intelligent Parsee machinist in Delhi, whose children attended a certain missionary school there. Asked if his family was then Christian, he replied:—"No, I hope we are all as good Zoroastrians as any; but you see, it is a great advantage to the boys to know English, and they get no harm if they have to hear a little about your religion. It is very little expected of them in return for what they are taught, and they will forget it all in a couple of months!"

THE insistence upon religious instruction, Miss Billington holds, is invariably slacker where missionary schools are rivalled in the field by Government ones. In Madras, for example, the Education Department is exceedingly active, and here there is a decid-

ed tendency to keep the elements of proselytizing in a subordinate position. "In Bengal, on the other hand, where the administration does next to nothing for the advancement of female education, a far bigger pill of Biblical and ecclesiastical learning can be and is given with the jam of general teaching."

MISS BILLINGTON gives in the work mentioned in a previous note, the following amusing story from Mrs. Steel's writings as illustrative of the difficulties that lie in the way of the educational reformer in India. "Your village matron is conservative to the backbone, and I doubt if even a revolting daughter would have a chance against a really stalwart Punjabi mother-in-law. I remember an example of this in Mozuffurghur, a district noted for its dislike to education. A boys' school was started in a certain village by the usual bribes to the headman of illuminated certificates, or possibly the still more coveted honour of a cane-bottomed chair to sit in at the district durbar, and a remarkably nice young man in a black alpaca coat went out to take charge of it, full of zeal and high imaginings. He returned to headquarters next day full of bruises. The old women of the village had solemnly beaten him to the boundaries with their slippers. So far as they were concerned, the schoolmaster was welcome to be abroad: he certainly should not be at home amongst them."

AN extraordinary story appears in a recent educational report about the Noakhali Zillah school. So extraordinary indeed is it that if it came from any other source it would have been passed over as a mere freak of exaggeration. It seems that the last headmaster, who is quaintly described by his superior officer as "the mildest of men," had his quarters twice burnt down, presumably by his own pupils, and his box seized and broken open upon the road. Desks also were broken upon in the school by the students, and records destroyed in a manner that would have done credit to the wildest of Christ-Church undergraduates. The usual investigations were, of course, held. Some of the boys were expelled, and the headmaster was transferred to another school. Sir Alfred Croft writes, however, "The present headmaster, who has endeavoured to enforce discipline by strong measures, does not find the situation in any way improved, inasmuch as during his tenure of office also, the teacher's authority has been set at defiance." The most curious part of the thing is the fact that, in spite of what has been going on, Noakhali is officially declared to have been "the most successful school of its class at the Entrance Examination."

IN a leading article the *Englishman* points out that the current year will be a critical one for archaeology in India, for in October the arrangements by which the exploration and survey of ancient remains are at present conducted with the supervi-

sion and help of the State will come to an end. Lovers of archaeological research will be anxious to learn what new arrangements the Government will make.

THE visit of the Swami Vivekananda and other Hindu preachers to America, says the *Indian Mirror*, appears to have awakened in the people of that land so great a veneration for Hindu religion and Sanskrit literature, that some Americans, we notice, have just started an organisation, under the style of "The American, Asiatic and Sanskrit Revival Society." The chief object of this Society is to collect old Sanskrit manuscripts in India, and to get them translated into English. The Society has accordingly appointed agents in India who have already collected, and sent to it thirty-two Sanskrit manuscripts, which are now awaiting translation. The Society also proposes "to employ Pandits as translators and teachers" in America.

AN important volume on Dr. Thomas Arnold and the contemporary educational movement in England will shortly come out in the "*Great Educators*" series, published by Messrs. Heinemann. The writer, Dr. J. G. Fitch, one of Her Majesty's Inspectors of Schools, will also include a sketch of the educational influence of Matthew Arnold, who was himself for a long period one of Her Majesty's Inspectors. Herbart will form the subject of the next volume in the series, which will be by Mr. Charles de Garmo, President of the Swarthmore College, Pennsylvania. The aim of the book will be to give a general account of Herbart and his doctrines on education, both as presented by himself and as developed by his successors.

THE following will show what is being done elsewhere for the advancement of Technical Education. The Lord Chancellor of England presented on the 17th of December certificates to nearly 700 winners of scholarships under the Technical Education Board of the London County Council. Sir John Hutton, who presided, said that the Technical Education Board of the County Council hoped that the day was not far distant when the scholarships would amount to the value of £30,000 per annum!

A CORRESPONDENT of the *Spectator* (London) narrates a curious experience of a German student in a University town, who, presumably with a view to facilitate the working of his brain, took the fancy that he would have his head shaved, and forthwith carried out his intention. It was enough for the police that a grave deviation from the usual custom had been perpetrated, and a fine of twenty Marks was promptly imposed, the barber being warned that a repetition of the operation would involve him in a fine of similar amount. More than that the University authorities insisted on the shaven one procuring a wig, "the shining head proving too distracting an object in the lecture-room."

influencing his conclusions. The very earliest stages of society will furnish him with arguments for or against socialism, for or against democracy. The history of Athens and Rome will provide him with weapons which may be turned to account at the next general election. In nine cases out of ten his present beliefs and convictions are as likely to influence the conclusions he draws from history, as his historical conclusions are to influence his beliefs and convictions. And perhaps it is right that it should be so.

As we approach modern times the situation becomes even more perilous. A clever essayist has bewailed the absence of a thoroughly trustworthy history of the Protestant Reformation. There can be no such history, he laments, until there shall arise to write it some 'kinless loon' who has no theological prepossessions, who is indeed passionately anxious to arrive at true conclusions, but sublimely indifferent as to the nature of the conclusions when arrived at.

We must not demand too much from our historian. After all he is but a man, of like passions with ourselves. No man, not the most rigid Necessarian, ever managed to live and discharge the duties of life in a creditable manner, save on the assumption, silently held perhaps, or even verbally denied, that he and his neighbours were responsible agents, with the power to will and do, and not the mere creatures of forces, environment and the rest of it. Neither will it be possible for the historian to deal with men and women of the past in any other way. He may try his best to be scientific and thoroughly impartial, but he is certain ere long to find himself praising and approving and slighting and condemning after a fashion entirely proper to a man but entirely unpardonable and absurd in a scientific

historian. For surely to praise or blame the creatures of forces, the poor 'products of their age' is as unreasonable as it would be for a scientist to wax indignant with a candle for going out when deprived of oxygen, or to remark upon the moral obliquity of a falling thermometer.

But the historian cannot help praising and blaming, expressly or by inference. Like Dr. Johnson's friend he may strive hard to be a philosopher, but somehow or other human nature will always be asserting herself. Impartiality in history is impossible. As human conditions exist at present, all we can ask from a historian is that he should for decency's sake assume an appearance of impartiality, that he should exercise a little charity, that he should keep his temper, and, if he does get angry, that he should show cause that on the whole he does well to be angry. That is all we can ask of the historian as at present situated, and that is all we shall get. With the 'kinless loon' it will be different. The kinless loon will approach his task unimpeded by sympathy, reverence, admiration or any other human feeling, and with such brilliantly negative qualifications will, whatever his subject be, render such an account of human activities as shall be incredible to all save kinless loons like himself.

But the advent of the kinless loon is improbable yet a while. Perhaps in course of time an age may come of which he shall be a product, but the evolution of a science of history must await his evolution.

Let us, however, grant that the foregoing arguments are fallacious; let us admit that a Science of History is not only a possibility but a certainty in the future; for the schoolmaster's purpose (which is perhaps the main concern of this Review) to talk of a scientific

method applicable to History is as yet futile enough. Whatever may happen in the future, there is certainly no Science of History now. In spite of all historical research and theory, not a single universal law conditioning the history of human society has been scientifically ascertained—not one, if we except that single truth which it required no Science of History to teach us, which scientific and philosophic methods have rather tended to obscure; the truth which was known to Hebrew prophets and Athenian dramatists and old Norse Sagamen; the law which ordains that human folly and ill-doing shall always bear fruit after their kind; the truth that the gods are just and cruel, and that an avenging Nemesis is no poet's fiction. This law indeed History reveals to us: no other.

The teacher of science proper is in a very different position. A number of general truths in his department of knowledge have been ascertained beyond all question. These truths or laws it is his business to expound to his pupils, to prove them by experiment, and thus afford practical illustration of the 'method' by which such laws have been ascertained, while at the same time he stimulates an interest which may result in the discovery of further laws in the future.

But the teacher of history looks in vain for his general truths, his laws. Without doubt he will find certain capable and confident persons assuring him that such and such general truths have been ascertained and may be proved, but he will find just as many persons equally capable and confident flatly denying the assertion. One will tell him that social forces are making for 'Collectivism,' another that a larger individualism is the goal of humanity; one regards democracy as the ultimate form of government, another is sure that

democracy can never be anything but a transitional stage; one is for the principle of nationality, another for cosmopolitanism; one foresees a highly civilised society which has abandoned all theological and metaphysical sanctions for conduct, and lives in the light of reason and science, another declares that no society can possibly 'survive' which does not hold a theological belief 'based upon a supernatural sanction.'

Amid such a confused hubbub of conflicting voices, what is the poor schoolmaster to do? Obviously one of two things; either he must reject the teaching of history as a thing unprofitable, or else he must fall back upon the old 'drum and trumpet' method; he must be content to tell his pupils of, and as far as he can arouse their interest in, the doings of men and women in the past, what they strove to do, how far they succeeded or failed, what helped them, what hindered,—conscious that his 'analysis' is sadly imperfect, and his 'conclusions' at the best only probable.

Is this worth the doing? Is it worthy to be called education at all? Of course if 'the successful treatment of any branch of knowledge' be dependent upon a scientific method, then the teacher of history must confess himself a terribly unprofitable servant, and indeed the sooner we banish him from our schools and colleges the better. But perhaps things have not come to that pass yet. Perhaps the claims of science are a trifle too imperious, and there may yet be realms, not given over to anarchy, where the sway of science may not extend. Scientific 'formulæ' are great, but they are not everything. Knowledge which has a manifest utility is indispensable, but there are in education 'uses' which utility wots not of. There is something more in history than sociology and political

philosophy, as there is something more, and infinitely better, in Literature than roots and derivations. The merely intellectual knowledge and training which history provides may be poor in quality and quantity when compared with the achievements of modern science, but intellectual culture is not all culture. To cultivate the emotions, the sentiments, the imagination, to find them fields in which to develop and food on which to thrive and grow, this is perhaps the greatest thing which literature and history (which is in its perfection but a branch of literature) can do. This is what History will do, though the science of History be a dream, and the lecture room of the History Professor never take rank as a school of the prophets. The mere story of the deeds of men upon the earth, (even if history be nothing more than that,) the tale

Of old, unhappy, far-off things,
And battles long ago.

has power to move and raise, and will continue to have power. History need not deplore her fate that she is no science, when she can raise herself to rank as an art.

MARK HUNTER.

FEMALE EDUCATION IN INDIA.

"Men will always be what women please; if you wish men to be great and good, teach women what greatness and goodness are."

In that golden epoch of Aryan history when our great Rishi fathers and famous Brahmadini mothers lived, the education and social position of women were as high as could be desired. Then women received the same kind of education as men. The acquisition of spiritual knowledge was regarded by our ancestors as the end and aim of all education,

and a comprehensive and critical study of the Vedas was considered by them as indispensable for acquiring such knowledge. Accordingly, a systematic course of instruction in the Vedas was regarded as necessary for both Aryan boys and girls, and stringent rules were framed for regulating the life and conduct of the Vedic students during the period of their study. The Vedic pupils were required to commence their study generally at the age of 7 or 8, when their Initiation or Upanayana ceremony was performed. The term Upanayana literally means "leading near," and it is the name given to the religious rite which has to be performed before a pupil is led to the Guru or teacher to commence his study of the Vedas. After this ceremony had been gone through, pupils of both sexes were required to lead a strict Brahmacharya life according to the rules laid down for their guidance; and after completing their studies, they were allowed to marry if they liked, or to remain unmarried and devote their whole life-time to the study and contemplation of religious truths. Thus we see that in the earliest period of our history, education was considered as necessary for women, that women were not compelled to marry, and that if they chose to get themselves married after completing their minimum course of twelve years' Vedic study, it was at the age of nineteen or twenty, when, their mind and body being in a well developed condition, they were fit to undertake the responsibilities of married life. This clearly shows that the pernicious custom of marrying boys and girls at an early age was a growth of later times.

Our wise ancestors had prudently ruled that though a regular course of instruction in the Vedas was obligatory on all Aryan boys, it was optional for Aryan girls, because they

knew as well as we do that in every family women and grown-up girls have generally to devote a large portion of their time daily to the management of children and the proper discharge of household duties, and consequently have very little time left for receiving instruction. Accordingly, Aryan women were classified into two divisions—Brahmavadinies and Sadyovadhus. The Brahmavadinies were those women, who, having commenced the study of the Vedas at the proper age, led a life of strict celibacy during the period of study, and then got themselves married or not as they liked. An illustrious example of this class was the famous saintly lady, Gargi, who was so deeply learned in theology and metaphysics, that she was fully competent to take a prominent part with the wisest Rishis in religious controversies and in the discussion of metaphysical questions. The other class of women, who were known by the name of Sadyovadhus, were those who had their Upa-nayana performed along with their marriage rites, and who afterwards learnt from their husbands, or from Gurus approved by them, those Vedic mantras, a knowledge of which was indispensable for them to be able to take part with their husbands in the performance of the householder's religious rites. It was firmly believed that these women who had not an opportunity of acquiring spiritual knowledge, would obtain their salvation by leading chaste and pious lives and by faithfully discharging their duties. Then was drawn up that splendid code of the duties of married women, which has produced such illustrious models of virtue as Savitri, Sita and Damayanti, and which even now, after the lapse of centuries, effectually serves as a check to keep the most ignorant Hindu woman in the path of rectitude and virtue.

Thus we find that in the early times of Aryan settlement in India, ample opportunities were given to women to develop their mind and body, that no unnatural restrictions were laid upon their freedom of action, and that they were taught to regard family duties as sacred. The religious education then given made all the people pious and holy, and induced them to disregard all earthly pleasures as transient, to aspire after divine knowledge, and thereby gain eternal happiness after death. A notable example of the pious women of this period, was the enlightened Maitrayi. Her husband, the Rishi Yagnavalkya, when he was about to retire to the woods to live the life of a hermit, sent for her and told her to take possession of all his earthly goods and wealth, and share them with his other wife Katyani. Upon this, Maitrayi asked him of what use those treasures were to her, and was told that they would give her earthly happiness. She then replied that she did not care for the pleasures of this world as they were all perishable, and humbly begged him to confer on her that imperishable treasure which would bring her eternal happiness after death. When this request was made, the Rishi became highly pleased with her and imparted to her divine knowledge. I shall refer here to another legend which forcibly illustrates how in those times even illiterate youths and ignorant women spoke the truth, and nothing but the truth, even though it was to their shame and disadvantage. Satyakama, the son of Jabala, wished to become a student, but not knowing what his father's name and Gotra were, went to his mother and asked her about them, as the information was necessary for initiation. The mother was deeply pained by the question; but through her regard for truth, and overcoming all feelings of shame, she

Madras Christian College Magazine:—1. "Dravidian and Sanscrit Inscriptions" by V. Venkkayya, M.A.; 2. "Tamil and Grantha Inscriptions" by S. M. Natesa Sastri; 3. "The Brahman Settlement in Malabar and Southern India" by K. P. Padmanabha Menon, B.A., B.L.; 4. "Relics of Barbarism in the Marriage Customs of the Brahmans of Southern India" by H. Naraina Rao, B.A.; 5. "Life in an Indian Village" by T. Ramakrishna, B.A.; 6. "Village Assemblies of South India during the Chola Period" by Natesa Sastri; 7. "Hindu Festivals" by W. L. Venkataramiah, B.A.; 8. "The Origin of the Coorgs" by H. Naraina Rao, B.A.; 9. "The Kaverimahatmya and the Kodagas" by the same; 10. "The Koragas" by Ulai Ragavendra Rao; 11. "The Barbers in Tulava" by Babu Rao; 12. "A Malabar Nair Tarwad" by T. K. Gopal Pannikkar; 13. "The Mantravadams of Malabar" by V. Nagam Aiyar, B.A.; 14. "Asoka" by P. Nagabhushanam, M.A.; 15. "The Age of Rajarajadeva" by V. Venkayya, M.A. *Madras Mail*:—16. "The Evolution of the Chenchas," 17. "The Vettuvans of North Malabar," 18. "The Right Hand and Left Hand Factions."

It requires but encouragement to diffident beginners to emulate their successful predecessors; and such encouragement should take a more substantial shape by holding out rewards to be offered by the University or private individuals. The field of research is large and the harvest promising, and if Mr. Stuart's advice is acted upon (regarding the required knowledge on dialects and castes,) the Census-Commissioner of 1901 will have little cause to complain of the dearth of published information, though the hypothetical home of the original Dravidians—Lemuria—may not have actually been discovered.

G. RICHTER.

IS HISTORY A SCIENCE?

II.

In the last number of this *Review* I endeavoured to bring forward a few arguments to prove the impossibility of the application of any scientific method to History, of the discovery of any constant laws governing the progress of civilisation in all ages and countries. To the merely human intellect, I concluded, a very large number of the 'phenomena' of history are nothing but accidents. The main factor in history is individual character and genius, and individual character and genius cannot be accounted for. This, if it be true, is in itself a sufficient objection to scientific history; but there are other objections which appear no less unanswerable. These I intend to state in the present paper.

(1) We have not got, and never can have the necessary facts to go upon. If we are to discover the laws to which human civilisation constantly subjects itself, nothing but a complete survey of all human history will serve the purpose. To select particular periods, to analyse them and to institute comparisons is not sufficient. Analogies drawn from History have generally been misleading, because the conditions of human society are constantly altering. Things which at first sight appear similar are found on closer examination to be only superficially so. The only conclusion apparently ascertainable by the method of analogy, is that the laws are true but also entirely negative one, that circumstances alter cases. We cannot discover our laws by confining our attention to isolated periods; we require a much wider field of investigations, and this field is closed to us. In spite of the vast accumulation of historical matter, only a fraction of the history of the human

race has been recorded. Ages upon ages at the beginning are a mere blank : we endeavour to fill it up with guesses, useful in their way, and often extremely ingenious, but which, though to some scholars they seem likely enough, to others seem just as unlikely. Even after the boundary of recorded history has been passed there are still gaps. In short, we have not the evidence on which to construct theories which can hope to establish themselves as truths finally substantiated and received as unquestioned by all competent investigators. And this is the *sine qua non* of a scientific law.

(2) The facts we possess we can never be quite sure about. History after all is but a record of individual impressions ; the record of men's deeds and characters as they appeared to this or that more or less competent, more or less impartial observer. No two men ever see the same thing in exactly the same way. No man can see more than one side of a thing, the side which from his own standpoint, his power of vision he is able to see. Over and over again the ablest of historians have been wrong, and wrong in matters of the most vital importance. We cannot trust our authorities. The picture they present to us is at best but approximate, probable ; the most apparently certain conclusions in history are modified by a great Perhaps, and the laws of science know nothing of Perhaps. Had we all the facts, but all the facts seen only with men's eyes, they would not serve us to build up any law governing the whole of human history.

(3) Even did we possess all the facts, and the character of our evidence did not admit of doubt, we should still be in no position to postulate any universal law. The method of science, I presume, consists in repeated obser-

vation of and experiment upon phenomena. When with certain conditions present the same result is invariably found to follow, we are justified in drawing conclusions as to the existence of an universal law,—but not before. But in history this is never so. History never repeats itself ; in history exactly the same conditions never present themselves twice.

(4) There is one other objection to the possibility of a true Science of History. It lies in the frailty—or perhaps, excellence of human nature itself. Men are far too much concerned personally with the subject-matter of history to be able to examine it, to sift the evidence, and draw conclusion with that dispassionate impartiality which is a requisite for the worker in the field of Science. 'History' said an eminent writer, 'is past politics.' Where politics are concerned it is not an uncommon thing to behold even men of Science, flinging their scientific methods to the winds, abandoning their philosophic calm, and yielding themselves to the guidance of sentiment, idealism, or even totally unreasoning prejudice. And what is true of present politics, is also true, though no doubt in a lesser degree, of past politics. It is not possible, nor should it be possible, to study men and women, their strivings and endeavours, with the same spirit of calm impartiality with which a scientist observes the conduct of insects and plants or the movements of tides and stars. If it be the main business of the student of History to 'draw conclusions,' the student of history is terribly handicapped, for whatever the age or race under investigation, he will find that his theories and conclusions have a wonderful bearing upon questions of immediate political and social interest. He will find it the hardest thing in the world to keep his own individual wishes and opinions from

had the courage to tell him that during her youth she led a wandering and wicked life in the company of gay, young men, that she did not know who his father was, and that he should therefore call himself by her name, Jabala. The youth went to Rishi Gautama, without the least hesitation communicated the whole truth to him, and begged to be admitted as a student. The Guru, highly pleased with the truthful boy, told him that though his lineage was impure he was a Brahmin, because he was bold enough to speak the truth ; and readily took him as a disciple. This youth afterwards became the famous Brahmadadin known by the name of Satyavakjabala. This legend teaches us that only truthful mothers can beget truthful sons, and that if we wish the next generation of boys and girls to be virtuous and good, we must teach their mothers what virtue and goodness are.

S. MALHARI RAO.

(To be continued.)

A BRIEF HISTORY OF PUBLIC INSTRUCTION IN MYSORE.

SECTION II. 1872—1881.

11. In the First Section, the origin and growth of the Mysore Education Department have been described from 1858 to 1871. The year 1871 may be taken to mark the close of the First Section, as in that year the system of Taluk Vernacular Schools was completed. The Second Section will deal with the progress of Education in the next decade up to the date of the Rendition. It may be well perhaps to recapitulate a few of the principal features of the first period before proceeding further. The opportunity may be taken to mention a few additional facts not stated in the First Section.

12. The Department was formed towards the end of May 1857, the orders of the Governor-General in Council upon the Hon'ble H. B. Devereux's scheme being received in Letter No. 585, Foreign Department, dated 6th February 1857. That scheme, which was in accordance with the principles enunciated by the Educational Despatch of 1854, included an establishment for Direction and Inspection on a fixed scale, and the opening of Government Schools, styled Divisional and Taluk with reference to the existing Civil Divisions and Sub-Divisions of the Province. The payment of fees was to be required from scholars in Government Schools, and the inspection of Village Schools was to form an ultimate object, not however to be undertaken until the Government Schools were in operation. A sum equal to five per cent. of the annual expenditure on Government Schools was to be set apart for grants-in-aid. The Provisional Rules for grants-in-aid in force in the Lower Provinces of Bengal were adopted in Mysore. When the Department was formed in 1857, there were four important institutions maintained by the Wesleyan Mission with the aid of Government. They were the Native Educational Institution at Bangalore, and the Anglo-Vernacular Schools at Tumkur, Shimoga and Hassan. The monthly grant from Government of Rs. 800 to the Native Educational Institution was continued, pending the establishment by Government of a Central College ; and the other three schools were converted into Government Schools.

13. Captain Stephens was the First Director of Public Instruction, and Mr. Frederick Green, Executive Engineer, was the first Inspector of Schools, both appointed in May 1857. The whole Department was however placed under the general supervision of the

Judicial Commissioner. Captain Stephens resigned in the beginning of 1859 and was succeeded by Major Brockman, who held the office of Director for a few months only. Major Brockman was succeeded by Mr. Garrett, whose connection with the Wesleyan Mission had been previously severed. Mr. Green resigned the service in July 1861. No successor was nominated in his place until July 1865, when Mr. B. L. Rice, Principal of the Bangalore High School, was appointed Inspector.

14. The grant to the Native Educational Institution ceased, and the Government High School was started with Mr. Garrett as Principal at the close of 1858. Mr. Rice succeeded Mr. Garrett as Principal in February 1860.

15. The Department made but little progress for the first two years chiefly on account of the disturbed state of the country. In the next four years progress was slow, there being in 1862-63 only 27 Government and Aided schools with 2,373 pupils. The total expenditure on these schools was only Rs. 9,785. A Normal school with English and Kanarese Branches was opened in 1861, and an Engineering school was established on the recommendation of Colonel Lawford, the Chief Engineer, in 1862, with the view of supplying trained subordinates for the Public Works Department. In 1866 a uniform classification of schools was attempted and a curriculum prescribed for each class. Four Vernacular and six Anglo-Vernacular Standards of instruction were laid down. In 1867, Mr. C. Waters, M.A., (Cantab.), took charge of the High School and Mr. R. G. Hodson was appointed Inspector of the Second Circle. In 1868 the number of Government and Aided Schools had increased to 110 with 6,935 pupils, and the expenditure on those schools was Rs. 67,694. It was in 1868 that

Mr. Rice as Officiating Director drew up his scheme of Hobli schools, which has been already explained. The cost of the Hobli schools was met from the Local Funds, and the schools were free as they were maintained from local taxation. The Mysore Local Funds consisted of a cess of one anna or half an anna levied upon collections on account of land assessment, Sayer, Abkari, Forest produce, Coffee-halat and Salt-pans. Twenty-four per cent. of the local cess realised was assigned to village school education. The number of public schools in 1871-72 was 693 with 24,201 pupils, and the total expenditure on these schools was Rs. 1,99,477. In 1871-72 the system of Taluk Vernacular schools was completed, that of Hobli schools was almost completed, only 39 more schools being required to supply every Hobli with a school, the importance of a Vernacular Education and of Sanskrit schools was recognised, and Government had established several Girls' schools.

(To be continued.)

ILLUSTRATED LITERATURE FOR YOUNG PEOPLE.

Though the Schoolmaster is abroad and goes armed with his primer about the remotest villages of this country, yet neither the parent nor the teacher seems to insist on anything like reality in teaching in the nursery or the Infant school; and it looks as if the Oriental mind has not yet realised the evil of cramming mere sounds, and the importance of pictures in early education. It is needful to remember what wonderful power there is in illustration, not only with regard to pictures that idealize a book, but everything through life where we can use our eyes. Acting is the illustration of a written play, and scenes are intro-

THE PIAL SCHOOL TEACHER— A SKETCH*.

The pial school teacher is a character in his own way. He considers a school-house a superfluity. A *verandah* of a tenantless house, a shed once used for cattle but now left to fare as best it might under wind and rain, can be improvised into a school-room,—a modest structure innocent of any pretensions to sanitary arrangements. The school assembles at six in the morning and the boys, one and all, recite some verses in honour of Rama and Krishna—the favourite deities of the Hindu Puranic pantheon. In half an hour or so this is over and the students are led to the river-side, where they clean their teeth and wash their face. They then come back. Now begins the 'hearing of lessons.' The teacher is seated on a wooden seat—sternness in his face and ferule in his hand. The boys come up before him, one by one, to recite their lessons. Here is a little chap. He hands over his book of *cadjan* leaves to the teacher. The teacher receives it from him, puts it down, and administering to him a preliminary application of the ferule, says 'Go on, sirrah.' Thus roused into vocal activity the chap bleats out his lesson, every slip being rewarded with a pretty free use of the rod. What between his fear and the trick that memory plays, the lesson manages to give him the slip. With tearful eyes and a rueful face the lad blurts out, 'I will say it, Sir, I will.' But the teacher sees through the trick, as he calls it. He throws the book at the boy's face, and the disgraced urchin is dismissed back to his place with another application of the switch and an encouraging admonition, 'Now rogue,

* The type has been fast dying out, since the introduction of Grant-in-aid Schools.

if you fail to recite your lesson in half an hour, I flay you alive—do you hear?' The victim writhing under the pain makes several contortions in which sundry of his limbs take a prominent part, and hobbles back to his place, heaping in an inaudible tone several epithets on the teacher which shall be nameless. It is eight when the lessons are thus got out of all the boys. The teacher is assisted in this duty by the head-boy—a sort of half-way house between the master and the pupils—who lords it over them with a tyranny all the more dreadful for the charm of novelty it has to him. This head-boy or monitor is old enough to leave the school, and the teacher has nothing more to teach him; but at this stage the pupil suddenly discovers an affection for the master, and is loath to part from him. He is thus allowed to enjoy the sweets of power. He is propitiated by sundry presents from the pupils and is in fact the ideal and the envy of the junior population of the pial school establishment.

At eight the boys are dismissed to their breakfast, and they come back at nine. The interval between this and the dinner hour at about one passes off pretty smoothly. The teacher is away from school for the greater part of it, having enough to do with his ablutions, daily worship of his gods, and dinner. The boys thus more or less left to themselves practise various acts of neighbourly charity, such as biting the ears, exchanging a black eye and the like, in which arts, be it said to their credit, they become adepts with very little apprenticeship. Once or twice however the teacher snatches a few minutes to peep into the school, but the boys are never taken by surprise. A few of them are always on the look-out and whisper the news to the rest ere it is too late. The effect is magical. True

are entered into between wrestling parties, books, thrown aside in the excitement of the fight, are taken up, and the boys subside into their places and are bent over their work so intently as not to notice the entrance of the teacher. But it is all the same. The teacher sweeps round the school-room, dealing a blow or two to each boy with an impartiality worthy of a better cause. The school-house—or rather the school-shed—is at once turned into a veritable bedlam. The boys one and all roar out their lessons at the top of their lungs. Having set the school at work, the teacher returns home. Thanks to the genial influence of dinner, he returns to the sphere of his work in a gracious mood and sends the boys home to their dinner. Thus ends the morning session.

The teacher has now an hour or so at his disposal, which he generally utilises for his *siesta*, and as the boys drop in, he rises up to his work with fresh vigour. The afternoon sitting is devoted to teaching work. Each boy in his turn hands over his book of cadjan leaves to the teacher, who writes down on it the lesson for the day. This takes about an hour and the boys are then sent to the river-side to have the newly-written portion inked over. In this process they manage to dab a considerable part of their dress as well. On returning to school their lessons begin.

There is no attempt at organisation. Each boy stands apart, he constitutes a form by himself. Thus teaching is individual. The teacher knows the lessons of all the boys by heart, and recites the portion for the day as each comes up to him. The student repeats it parrot-like, running his eyes at the same time over the corresponding lines in the book. This is done once or twice, and the boy is then sent back to his place. He has received

his moiety of instruction. Then comes the turn of another, and so on.

The teacher never tampers with the intellect of his pupils. He puts into their head arithmetical tables, metrical renderings of dictionaries, verses from the Sanskrit and the Vernacular,—all to be carefully stowed away in a part of their brain, till their intellectual faculties should chance to develop and see a way to utilise them.

B. V. KAMESWARA AIYAR, B. A.

ON THE TEACHING OF GEOGRAPHY.

(Concluded from page 83.)

It is a matter of common observation that children are most interested by phenomena which generally come within the province of what is known as physical geography. While caring or understanding little about the political boundaries or subdivisions of a country, their attention is easily engaged by the changes of the sky, the movements of the air, the fall of rain, by rivers, lakes and seas, by the soil and the plants that flourish on it, by insects, birds and quadrupeds, in short, by all those phenomena which come within the range of their own observation, and with which they come into contact every day of their life. Early attention should therefore be given to the natural features of the school locality, and instruction in the elementary parts of meteorology be imparted during the early years of school life.

The methods of geographical instruction now in vogue entirely ignore what may be described as the biological side of geography. A little thought, however, will suffice to show that the configuration of the land, the nature and distribution of the soil, the variations of climate, &c., have any interest for us only be-

cause they form the determining conditions under which the animals and plants of a country exist and flourish. The fauna and flora of a country comprise much that makes the earth a habitable abode for us; and what lends it much of its charm to man. No mode of geographical instruction can therefore be viewed as thorough-going, which does not present to the pupils at least the more prominent facts of the animal and vegetable world.

As with other parts of geography, the school locality serves as a most favourable base of operations where to begin the effective instruction of the young in political geography. Such matters, for example, as the division of the earth's surface into countries and subdivisions thereof, the local names assigned to these parts, the position and growth of towns and villages, the distribution of population, the opening of communications by roads, canals and railways, the distribution and development of trade, manufactures and commerce, &c., can be made more intelligible and interesting by illustrating them from the surroundings of the school. The teacher ought, whenever possible, to enforce his lesson by concrete examples chosen from the school locality, or from the district in which the school is placed.

Though the above-mentioned subjects must not be presented to the pupils, in the beginning, in a formal and methodical order, the teacher should take pains to make them sufficiently attractive to arouse the interest, and hold the attention, of his pupils. At the same time, a simple and systematic summarisation of the varied information gathered concerning the home locality, may also serve as an illustration of the value of classification in the treatment of a large and complex collection of facts.

The same practical method of instruction,

so advantageous with regard to the surroundings of the school and home localities, should be pursued also when the area of instruction extends beyond the personal acquaintance of the pupils. Though actual journeys beyond the limits of the taluq or immediately surrounding district may not be possible, much benefit will be derived by imaginary ones, the teacher acting as leader and guiding the pupils in traverses across the map. The pupils must from time to time be asked to summarise the miscellaneous information they have acquired in these imaginary traverses over small areas, before they proceed to a more extensive geographical survey.

The most important step that the teacher must now take is to lead the pupils to realise the relation borne by their own surroundings to their country. This ought to be done with the help of a wall-map of the country, not overloaded with details. The use of a general map of the country affords an excellent opportunity for training the sense of proportion. From the very commencement of the employment of these general maps, the power of readily appreciating the relation between the map and the area it represents, of perceiving the actual value of the distances expressed on the map, and of realising from the engraved lines of water-course the general disposition of the ground, should be diligently cultivated.

When the broad features of the native country and the meaning of the common geographical terms have been mastered by an attentive study of the wall-map, the next step is to proceed outward from the country and realise its position on the surface of the earth. It is at this stage that the teacher should impress on the minds of the pupils the idea of the shape of the earth. The terrestrial globe should now be brought into use, and the re-

presentation of the country on the globe should be carefully compared with that on the wall-map already used. By such a continuous chain of illustration the minds of the learners can be easily led upward and outward from their school surroundings to realise the shape and dimensions of the earth.

In bringing to a close this brief summary of the views of Dr. Geikie on elementary geographical teaching, reference may be made to the great advantage which the method he has outlined possesses. In very many cases the education of the young never advances beyond the primary and elementary stage. If the geography lessons have consisted of mere pages of definitions, names of places and statistics, mechanically learned by rote, they are pretty sure to be forgotten in great part, and will leave no permanent influence behind them. But, if Dr. Geikie's method be pursued, a lasting benefit could not but result to the minds and characters of the young, even though most of the facts with which they had been familiar at school, should eventually be forgotten. Trained to use their eyes and reflect upon what they observe, the pupils start in the race of life with those faculties which tell most powerfully on success. They will be furnished also with a source of perennial pleasure in the capacity for the perception and enjoyment of nature, which the lessons, according to this method, will have fostered.

The general mistake among us in the educating our children, is that in our daughters we take care of their persons and neglect their minds, in our sons we are so intent upon adorning their minds that we wholly neglect their bodies:—*Spectator* (No. 66).

THE PROSODY OF MILTON.*

Mr. Robert Bridges's little book (it runs to no more than 80 pages) on the prosody of Milton is a valuable addition to Miltonic Literature, and may confidently be pronounced henceforth indispensable to the advanced student or teacher of Milton. The author himself a poet who has written verse distinguished by its delicacy and scholarliness, is well qualified to examine and expound the rules governing the metrical structure of the supreme artist in English verse. In his modest Introduction Mr. Bridges apologises for his book on the ground that he has 'neither the faculty nor the habits which are the first requisites in one who would compile a grammar of any sort.' The apology is unnecessary, for the arrangement and method of the book are admirably clear in every sense.

Mr. Bridges's system of scansion differs widely from the familiar system, which is followed by Professor Masson in his *Essay on Milton's Verse*. (Poetical Works, Vol. III.) Mr. Masson gets over all difficulties by assuming that, while the normal Miltonic Blank verse consists of five *Iambics* or *æa* feet, other feet, dissyllabic or trisyllabic, may be admitted in any place, or in any number of places in a single verse. This seems convenient; but Mr. Masson's *Essay* itself will show us that we have not done much towards the discovery of rules by simply postulating the absence of rules. Thus, when Mr. Masson points out that, while one verse in which, as he asserts, there are 'five displacements' (in reality there are only two) satisfies the ear at once, another in which there is but one displacement can scarcely be said to scan at all, and when he can give no sort of explanation of this, we feel that we are still entirely in the dark as to the rules to which Milton's verse submits itself.

Mr. Bridges contends that Milton allows himself no such liberties as Masson supposes. He explains all irregularities in two ways: first by *Elision* which disposes of all the supposed trisyllabic feet; secondly by *Inversion of rhythm*.

Milton's Prosody; an Examination of the Rules of the Blank Verse in Milton's later poems, with an account of the Vernification of Samson Agonistes, and general notes, by ROBERT BRIDGES: Oxford, at the Clarendon Press, 1894.

duced to illustrate the acting. In the days of Kalidas, as in Shakespeare's own time, a collection of leaves or branches of trees did duty for a forest, and crowded streets were indicated by placards, bearing the name of the city, town or village. Gestures again are the illustration of oratory, and expression on the face is an illustration of the heart, and "the whole universe is an illustration of the glory of God." Children early show their appreciation of pictures, not only by their infantile efforts to draw but also by the sense they have of the discrepancy between their own studies and the objects or copies which they try to delineate. The savage is known to use pictures to read and write with, and truly the grown-up man who, by the loss of sight, is deprived of the pictures of daily life is pained with the worst of cruel afflictions that can befall him.

If we consider the question of the choice of children's books for a moment, we shall soon find that two ideas run side by side in our minds. We have to look at children, and we have to look at books. The kind of youngsters to be dealt with fixes to a large extent the type of books to be put into their hands, and in certain cases a study of the child may render the choice of books unnecessary, the little brain being sent to find them in and about the running brooks. But in all cases the need for illustrating what we wish our children to be interested in is a need which makes itself felt from the very first.

All are aware that children appreciate a picture very soon after the taste for food arises. Naturally, therefore, pictures lead the way in children's toy books, and the oral explanation of the mother—the mother's voice—must precede the written character of

the book proper. Children can assimilate both pictures and music before they can understand the meaning of words. Small girls we all know take at once to music, while to little boys funny pictures afford the greatest delight. But these pictures to be thoroughly enjoyed need to be explained in easy and intelligible language. To use intelligible words it needs to speak of things which can be understood, and the things which can be understood are those with which babies come in contact daily. It is not necessary for toy-book writers to choose sweet words or to point the moral: the plain words which are regularly used for the facts are the best. What children need is curious and interesting facts, and such situations as they may place themselves in, in imagination; and they demand genuine humour and fun, and understand directly the value of pure nonsense, and claim as against the goody-goody strings of lessons on words and other repulsive "instructive" rubbish tendered to them, the right "to become foolish at times." Downright nonsense versés little boys and girls will gladly receive, making them themselves if necessary from time to time.

It is, we repeat, very important to use some care in the selection of children's books. The children will have interesting books, or else they get sulky instead of being charmed. But as in the case of food the parent would be an unworthy one who gave his clamouring circle whatever they asked for, because they liked unsuitable things, so it may be unwise in books to look entirely to what they wish to have. On the other hand, as it is also possible and our duty to make even the plainest food palatable rather than to be indifferent to the juvenile tastes, so after we have decided what knowledge or good taste we wish to inspire them with, we may do very much to

make such instruction a pleasure by not teaching from ill-suited books things which must soon be unlearned. We have also to discriminate between the books which are pleasing to grown-up people because of their treatment of childhood, and those which are delightful to childhood itself.

Pictures are the books of the ignorant, and the education of infants through the eye is far better than that through the ear or the chattering methods which are now too much in vogue. The use of the imagination also may be early taught, but this vigorous power of imagining needs guiding and teaching, not vitiating or suppressing. A child is hardly ever too young to be drawn by things familiar on to fancy's heights where untold blisses lie. We are all aware how clear are the perceptions of the young with regard to the principal features of the body. Two arms, two legs, one head containing especially two round eyes, mean man. If these simple facts concerning the person can be combined with others which invest him with actions, humorous, tragic, or majestic, much satisfaction is given, and in this way children may be taught one of the most necessary foundations of drawing. Furthermore, it is well to remember that no after-learning remains so indelibly printed on the memory as the early poems, songs, fables or stories of childhood. Hence a supply of really good illustrated literature, however simple, provides a store of valuable principles, the merit of which the reader will perhaps only discover as the years roll by. Perhaps we may mention a few such books by way of example. The Vernacular Picture Alphabet sheets in colours, a Pictorial edition of "Æsop's Fables," some of them in the form of songs and set to Indian music, Map Pictures, &c., all by

V. Krishnamachariar, Rao Bahadur, whose publications are adapted to young children and must do them good in every way. Natural History pictures with information interwoven with fiction are likely to please many children just as fairy tales do. The benefit of a fairy tale is that it carries the genuineness of its uptruth on its face. The little minds do not need to be told at every step whether the statements are true or false. These are the chief aspects in which the subject may be viewed; and an educated parent ought to know the impropriety of spending fifty or five hundred Rupees on the ceremony of initiating his child in book education and grudging the poor child a five anna worth of a Picture Alphabet book to enable it to learn its letters and words without tears. He should of course be careful to see that the nursery books are free from all injurious influences; because the very genius of childhood demands that it be screened by parenthood from evil influences, and laid open to healthy ones. No parent or teacher need be afraid of allowing his little ones to indulge to the full in the colour and sunshine, in the fun and beauty of Mr. Krishnamachariar's pictorial works—the words of which are all in the vernacular languages of the Madras Presidency. Indian children owe Mr. Krishnamachariar a debt of gratitude for the disinterested way in which he has devoted his spare time in devising how best to supply them with that illustrated literature which alone can arouse their interest.

MENTOR.

Socrates saith plainlie, that "no man goeth about a more godlie purpose, than he that is mindfull of the good bringing up both of his owne and other men's children":—*Ascham's Scholemaster.*

Mr. Bridges is careful to point out that the use of the term *Elision* does not imply that anything is cut off, or lost, or not pronounced. It merely means that under certain definite conditions vowels do not count in scanning. Mr. Bridges shows (and this is perhaps the most valuable part of his treatise) that in *Paradise Lost* these conditions are very few indeed, and that all the supposed instances of dactyls, anapaests, amphibrachs, tribrachs and so on, are found to fall within them—with, indeed, some very trifling exceptions. These conditions are as follows: (1) *Elisions of common speech*; e.g., 'disobedience' for 'disobedi-ence'; (2) *Poetical Elisions*. These fall under the following heads—

(a) *Open vowels*, whether both vowels are in the same word or divided between two, e.g., 'Being,' the Aonian Mount.

(b) *Vowels separated by the liquids l, n, r*, e.g., 'the temple of God' (le in 'temple' being really el); 'my adventurous song'; 'business,' 'hardening,' &c. With regard to r and n, however, there are other necessary conditions which Mr. Bridges has carefully defined.

In addition to *Elision* we have to admit one *Contraction of Common Speech*, viz., the final -ed in perfects and past participles, pronounced as t, and two poetical contractions, viz., final en as in fall'n, and the 2nd person singular of verbs as thinkst, spakst, &c.

Applying these simple rules all the seemingly trisyllabic feet in *Paradise Lost* are accounted for. In *Paradise Regained* and *Samson Agonistes* Milton, as Mr. Bridges shows, allowed himself rather more liberty in the matter of elision, but still the conditions are very definite.

Of course it is not contended that Milton deliberately framed these rules before setting to work; but these are the rules which his verse is found to obey. It was originally, no doubt, merely a matter of the poet's own exquisite sense of melody and rhythm. But the discovery of these rules, is none the less a real contribution towards a correct understanding, not only of Milton's prosody, but of the metrical conditions of English decasyllabic verse generally.

The sections on 'Variety in number of stresses' and 'Inversion in Rhythm' are perhaps not quite so satisfactory.

Mr. Masson allows as many as eight stresses, and he instances the verse:—

Rocks, caves, lakes, fens, bogs, dens, and shades of death,

Mr. Bridges does not appear to recognise verses containing more than five stresses, but he considers that some verses contain no more than four, or even three stresses. He instances amongst others:—

(1) As from the center thrice to th' utmost pole:

(2) The sojourners of Goshen who beheld.

There is, however, good reason to maintain that the first essential of a 'decasyllabic verse of rising rhythm' (Mr. Bridges will not allow us to speak of an 'Iambic Pentameter') is that it should contain five stressed syllables, neither more nor less. It is true that in reading the line instanced by Mr. Masson—'Rocks, caves, lakes, fens, bogs, dens, and shades of death,'—a greater weight must be given to the words, 'rocks,' 'lakes,' 'bogs' than to the words, 'and,' 'of'; but a stressed syllable, perhaps, should be considered to be stressed merely in relation to syllables within the same foot, not in relation to syllables in any other foot. Thus in the line, 'As from the center, &c.' 'as' is distinctly accented in a higher degree than 'from.' So also in the third syllable of 'sojourners' compared with the second. This will explain many instances of supposed 'failure of the stress.' In other instances, such as 'Rocks, caves, &c.' where there seems no reason to give one syllable in a foot greater or less stress than another, we seem to find a stress lent by a necessary pause. In reading the verse, 'Rocks, caves, lakes, fens, bogs, dens, and shades of death,' a very slight pause seems necessary after each even syllable, and that pause lends to the even syllable a stress which in itself it has no claim to. So also where the stress seems to fail;

Served only to discover sights of woe
and,—

The sojourners of Goshen who beheld.

There is a pause between 'only' and 'to,' and between 'Goshen' and 'who.' Mr. Bridges himself supplies unintentionally two arguments which would help to establish the truth of this contention. He shows how a failure of the stress in the third place 'divides the line into two equal parts,' and remarks

LETTER FROM GERMANY.

The question has been raised whether it would have a wholesome influence on human society if children of parents of high and low standing were to have the same elementary training in national schools (*Volksschulen*) during the first years of their school life. In villages where children of all classes mix in the common class-room, friendship and familiarity are often carried on through life and, no doubt, if this were the custom everywhere, a better feeling and understanding between rich and poor, between workmen and employers, would be brought about. In any case the gap which exists between the upper and lower classes ought to be bridged over rather than to take larger dimensions. Many parents are afraid of the roughness, vulgarity and bad influence of plebeian children, but these fears are, no doubt, greatly exaggerated. There is in Germany no better mental and physical training than in the much improved and developed "*Volksschulen*," and many parents, who feel proud of sending their children to a high class school, would do better to give them at first the thorough grinding in the elements of instruction of the National school. They would be able all the better to judge about the intellectual standard of their children, and the right choice of profession would be all the more easy. How many boys are sent now-a-days to the Higher Schools who scarcely are able to pass with credit the highest standard of the "*Volksschule*" and who, if their parents had been wise and less vain, would have become honest and hard-working citizens! The Gymnasien (Public Schools), Realschulen (less classics), and Universities are crowded with incapable, discontented and overworked inmates. As to the Universities, which are becoming regular tread-mills of "scientific trade," Dr. Xylander writes under the heading of "Wissenschaft und Universität": What ought a university to be? A school for science and art, a free school of development of science in all its branches. He asks

the question: Why does a German youth go to the university? In order to prepare himself for a so-called scientific profession. "What does Profession mean," he goes on, "but a regular activity by which one gains one's livelihood. Sensible professors will observe clearly enough how the purely practical aims come more and more to the front, whilst the real honest study of science and art is being undermined. Most of those who aim at the "Dr." Degree and go in for "Staatschamen" wish to shine in society. Why has X, who was by no means a zealous and clever fellow, been pushed and dragged through his "Gymnasium" in order to bless Humanity as pastor, teacher, judge or physician? For his social position! When I once visited the respectable family of a lawyer, I found the house in the greatest excitement. The women cried and the "Hausfrau" had retired to his sanctum. What had happened? The youngest son, a member of the learned "Secunda" (Vth Form of Gymnasium) had declared that he intended to give up his studies at the Gymnasium and become either a locksmith or an engineer. His mother had almost fainted; she had destined him to become a diplomatist, chancellor or at least ambassador."

Happily, the "*Volksschulen*" have of late come more and more to the front. In order to find out the social standing of parents whose children visit the Berlin *Volksschulen*, the Royal Provincial School deputation ordered in May 1894 a special census. The result was: In 1,709 boys—and 1,726 girls—classes = 3,435 classes, there were 90,284 boys and 92,063 girls, altogether 182,347 children of whom

boys	girls	were children of
28,582	29,866	= 58,448,
24,572	25,345	= 49,917, artisans (assistants.)
22,391	21,764	= 44,155, inkeepers = artisans (independent).
9,183	9,831	= 19,014, other small officials.
3,213	3,112	= 6,325, well-to-do trades-people.
534	589	= 1,123, manufacturers.
432	426	= 858, architects and engineers.
434	328	= 762, teachers.

272.	249 =	521. parents of independent means.
276.	167 =	443. higher officials.
167.	169 =	336. officers (non-commissioned.)
148.	141 =	289. physicians, chemists, cler- gymen, artists.
43.	37 =	80. officers.
37.	39 =	76. of uncertain profession.

There existed (and there exist still in Germany) so-called "*Vorschulen*," (preparatory schools of Gymnasium) which conducted the elementary teaching and prepared the pupils for entrance into the Gymnasium. These schools had to maintain themselves, and in many cases with the greatest difficulty, so that not long ago a ministerial order was issued to this effect, that all "*Vorschulen*" which were unable to support themselves had to be closed gradually. This will be no doubt another gain for the *Volksschulen* and will inflict a blow to the evil-spreading "Kastengeist." Another species of elementary schools is in some parts of the Empire the "*Armenschulen*" (poor schools) which are to be abolished in time. The Minister of Culture, Dr. Bosse, demands the closing of these schools, saying:—

"It is against the aim of the *Volksschulen* if children, whose parents are obliged through work to neglect the supervision and educational influence due to their children, are sent to schools of a lower standard than the *Volksschulen* is taking up. Such a separation creates amongst the pupils a feeling of disregard and paralyses their zeal for learning. Also the parents must feel sorry to see that their children are excluded from the educational benefit the *Volksschulen* is giving, and their anxiety that the *Armenschulen* will hinder them in the struggle for existence is in no way unfounded. Also the good moral influence of better learned children is not within their reach."

Of all the *Volksschulen* in Germany, those of Hamburg and Berlin stand in the front rank. Hamburg especially has done a great deal for the development of her national schools. The grand new buildings that have sprung up in

every quarter of the town are real patterns of educational homesteads. Before 1871 there were no *Volksschulen* in Hamburg. The elementary teaching was carried on in a number of *Armenschulen* supported by the State, in some church and foundation schools, and above all, in a great number of Private schools, mostly conducted by incapable men, as it is still the case in England. In 1871 National schools were created, and in March 1871 there were already 106 classes in Hamburg with 100 teachers and a small number of lady teachers. The private schools began to decline, and in March 1894 the National schools in Hamburg had 1,474 classes with 1,789 teachers. The pecuniary position of the teachers was at first a miserable one. In 1870 the Headmaster had an income of marks 3,000—4,200 (£150—£210) including a free house; the assistants, marks 720—1,400, lady-teachers, marks 960. The first increase of salary was 25—20% for Headmasters and senior Assistants. In June 1879 the salary of the Headmaster was increased to ms. 3,750—5,150; that of Assistants ms. 1,200—1,750—3,500, lady teachers that of 1,200—2,000; In 1892 Headmaster ms. 4,000—5,200, Assistants 1,400—3,600, lady-teachers ms. 1,200—2,000.

Considering the cheapness of life in Germany and the pension which is given after certain years of service, the National Schoolmasters in Hamburg are not badly off. Also the social position of these teachers has improved greatly. In the army, however, where they have to serve ten, six, and four weeks, they are often made the scape-goat of the Prussian corporal. To gain more respect in the army the "*Volksschullehrer*" are endeavouring to enjoy the same rights and position as the "*einjährig Freiwillige*" (one year volunteer) who belongs to the better classes of German Society and can become, if he likes, Reserve officer in a certain time of years. The Berlin School Deputation has authority over the school buildings and furnishings, appoints teachers, deals with the reports of inspectors; and through the School Commissioner (*Schul-Deputirter*) it

that this rhythm was much used by Pope for the exhibition of antithesis,

'The friar hooded | and the monarch crowned'—

Quite so; the failure of stress necessitates a pause or break, and it is the pause which divides the line in two.

Again he points out that where in the fifth place the final syllable is weak, 'the close of the line will give a conventional stress.' Does it not follow that a slight pause in any part of the line will have the same effect?

If this theory be correct, we have entirely got rid of the *aa* (Spondee) and *xx* (Pyrrhic) measures in Blank Verse; only the *ax* (Trochee) remains. Mr. Bridges shows that the rising Rhythm (Iambic) may be inverted in any foot, except, perhaps, the last. Inversion may also occur more than once in the same line; but how often, and under what conditions, neither he nor any other metrist has ascertained. Until this be done, we cannot say that the rules of the Prosody of Blank Verse have been established. We have no means but the record of the ear whereby to decide whether any given ten syllables do or do not constitute a verse.

Too much time has been spent in criticising. It only remains to say that Mr. Bridges's book within a very small compass contains very much that is highly instructive, and I believe, quite new. The Appendices on 'The Extra Metrical Syllable' and on 'The Recession of the Accent' may especially be mentioned. The examination of the metre of *Samson Agonistes*, particularly in the case of the choruses, is most masterly. Mr. Bridges's demonstration of how changes in metre and rhythm are conditioned by changes in thought and feeling shows us in what way the study of mere scansion may be made an instrument towards æsthetic criticism.

For many reasons this scholarly little work may be warmly commended to all students of Milton and to all teachers, to whom, indeed, it is indispensable.

I. K. L.

"The duty of a professor of education is to give the students of the subject an ideal and also a method; but, above all, to inspire them with a sense of the infinite importance and delicacy of their task. He has to show them that they are not mere exactors of lessons, but trainers of the human spirit; and also how, animated by this larger conception, they may in teaching subjects, educate minds."—*Prof. Laurie.*

PROFESSOR CAYLEY.

By the death of Professor Arthur Cayley, which occurred at Cambridge on January 26th, England has lost her greatest mathematician, and few, we believe, would demur to placing him in the first rank of mathematicians of any time and any country.

Arthur Cayley was born at Richmond, Surrey, on August 16, 1821, being the second son of a partner in a firm of Russian merchants, whose home was in St. Petersburg. When Arthur was eight years of age the family returned permanently to England. At a very early age he showed great aptitude and liking for arithmetical calculations; though it used to be said of him in later years that he was unable to count the change for a shilling. After some years at a school at Blackheath and at King's College, London (the Principal of which soon discerned his pupil's genius), Cayley was sent to Cambridge at the age of 17. In mathematics he carried all before him, and in 1842 he naturally came out as Senior Wrangler and First Smith's Prizeman. He was made a Fellow of his college (Trinity) in 1842, but, as he did not take holy orders, this source of income was good then only for seven years. Ultimately, when he returned to Cambridge, he was made an honorary Fellow, and afterwards was re-elected a foundation Fellow, an honour of extreme rarity. Meantime he had to find some other means of making a living, and he became a pupil of the eminent conveyancer, Mr. Christie. He was a most distinguished pupil, and after he was called to the Bar (at Lincoln's Inn, in 1849), Mr. Christie put abundance of work in his way. But his first love never lost its hold over him. In 1863 he married and returned to Cambridge to fill the newly-instituted Sadlerian Professorship of Mathematics; but previous to that date we find the titles of some 300 papers by him in the Royal Society list (he had been elected F. R. S. in 1852), which gives some indication of his unceasing activity. By accepting

Supposing that the n things are to be put into n pigeon-holes, we have to choose p of them for the a 's.....(A), q of the remaining $n-p$ for the b 's.....(B) r out of the remaining $n-p-q$ for the c 's.....(C) and the unlike letters will go into the remaining $n-p-q-r$ pigeon-holes.....(D). The operation (A) can be performed in $\frac{n}{p} \times \frac{n-p}{1}$ ways;

(B) in $\frac{n-p}{q} \times \frac{n-p-q}{1}$ ways,

(C) in $\frac{n-p-q}{r} \times \frac{n-p-q-r}{1}$ ways;

and (D) in $\frac{n-p-q-r}{1}$ ways. As these operations are independent of each other, the required number of ways is $\frac{n}{p} \times \frac{n-p}{q} \times \frac{n-p-q}{r} \times \frac{n-p-q-r}{1}$.

(b) In how many ways can a boy choose 15 out of 30 marbles, of which 10 are white, 10 black, and 10 red?

(b) First method.—The following table shows that there are 91 ways of choosing the 15 marbles:—

White.	Black and Red.	No. of ways.
10	5	6
9	6	7
8	7	8
7	8	9
6	9	10
5	10	11
4	11	10
3	12	9
2	13	8
1	14	7
0	15	6
Total ...		91

Second method.—We have to find three numbers, each not exceeding 10, whose sum is 15. The only possible solutions are:—

10, 5, 0	8, 5, 2
10, 4, 1	8, 4, 3
10, 3, 2	*7, 7, 1
9, 6, 0	7, 6, 2
9, 5, 1	7, 5, 3
9, 4, 2	*7, 4, 4
*9, 3, 3	*6, 6, 3
8, 7, 0	6, 5, 4
8, 6, 1	5, 5, 5

5 white, 5 black and 5 red marbles can be chosen in only one way. The numbers marked with an

asterisk can be each chosen in three ways and the others in six ways.

It may be remarked for the benefit of more advanced students that the answer required is the co-efficient of x^{15} in $(1+x+x^2+\dots+x^{10})^3$.

VII. (a) If two consecutive terms in the expansion of $(a+x)^n$ be equal, show that they are the greatest terms.

VII. (a) If T_r represents the r^{th} term in the expansion of $(a+x)^n$,

$$T_{r+1} = T_r \frac{n-r+1}{r} \frac{x}{a} = T_r \left(\frac{n+1}{r} - 1 \right) \frac{x}{a}$$

The factor $\left(\frac{n+1}{r} - 1 \right) \frac{x}{a}$ obviously decreases as r increases and vice versa.

If the p^{th} and $(p+1)^{\text{th}}$ are the two equal consecutive terms, then $\left(\frac{n+1}{p} - 1 \right) \frac{x}{a} = 1$, and for all values of r less than p , the factor is greater than unity and therefore, the terms

$$T_1, T_2, T_3, \dots, T_p$$

are in ascending order of magnitude, T_p being the greatest. Again for all values of r greater than p , the factor is less than 1.

$\therefore T_{p+1}, T_{p+2}, T_{p+3}, \dots, T_n$ are in descending order of magnitude.

Thus T_p, T_{p+1} are the greatest terms.

(b) If a_r denote the coefficient of x^r in the expansion of $(1+x)^n$, prove that

$$2a_0 - 3a_1 + 4a_2 - 5a_3 + \dots \text{to } (n+1) \text{ terms} = 0.$$

(b) It is well known that

$$a_0 - a_1 + a_2 - a_3 + \dots \text{to } n+1 \text{ terms} = (1-1)^n = 0;$$

subtracting twice this series, we have

$$-a_1 + 2a_2 - 3a_3 + \dots \text{to } n \text{ terms} = -n(1-1)^{n-1} = 0$$

NOTE.—More generally

$$b. a_0 - (b+c)a_1 + (b+2c)a_2 - \dots \text{to } (n+1) \text{ terms} = 0.$$

THE F. A. ALGEBRA PAPER OF 1895.

Notes and Hints for Solution.

By A PROFESSOR OF MATHEMATICS.

(Continued from page 86.)

V. (a) Find the sum of the cubes of the first n natural numbers.

V. (a) The proposition may be proved by *Mathematical Induction*, or one of the following identities may be employed:—

$$(1) \quad n^4 - (n-1)^4 \equiv 4n^3 - 6n^2 + 4n - 1.$$

$$(2) \quad (n+1)^4 - n^4 \equiv 4n^3 + 6n^2 + 4n + 1.$$

$$(3) \quad 4n^3 \equiv (n+1)^4 - (n-1)^4.$$

The following proof is also interesting:—

1	2	3	4	5	...	...	...	n
2	4	6	8	10	...	...	...	$2n$
3	6	9	12	15	...	...	...	$3n$
4	8	12	16	20	...	...	...	$4n$
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
n	$2n$	$3n$	$4n$	$5n$	...	...	...	n^2

$$\text{If } s_1 = 1 + 2 + 3 + \dots + n,$$

then the sums of the numbers in the horizontal rows are respectively $s_1, 2s_1, 3s_1, \dots, ns_1$. The numbers enclosed between the gnomons marked on the left hand corner make up $1^3, 2^3, 3^3, \dots, n^3$.

$$\text{Thus } 1^3 + 2^3 + \dots + n^3 = s_1(1 + 2 + 3 + \dots + n) = s_1^2.$$

(b) The odd numbers are divided into groups thus:

$$1, 3; \\ 5, 7, 9, 11; \\ 13, 15, 17, 19, 21, 23; \\ \dots$$

Show that the sum of the terms in the n^{th} group

is $4n^3$; and deduce that the sum of the cubes of the first n natural numbers is equal to the square of the sum of the numbers.

(b) The n^{th} group consists of $2n$ numbers beginning with $n^2 + (n-1)^2$, or $2n^2 - 2n + 1$. The sum of the terms ($\equiv s_n$)

$$= \frac{2n}{2} \{ (2n^2 - 2n + 1) + (2n - 1) \cdot 2 \} \\ = 4n^3.$$

$$s_1 + s_2 + \dots + s_n = 4(1^3 + 2^3 + \dots + n^3) \\ = \text{sum of the first } m \text{ odd numbers,} \\ (\text{where } m = 2 + 4 + 6 + \dots + 2n) \\ = m^2$$

$$\therefore 1^3 + 2^3 + \dots + n^3 = \left(\frac{1}{2}m\right)^4 \\ = (1 + 2 + 3 + \dots + n)^2.$$

Second method:—

$$\text{Let } \sigma_m = 1 + 3 + 5 + \dots \text{ to } m \text{ terms} = m^2$$

$$\text{then } s_1 + s_2 + \dots + s_{n-1} = \sigma_{2+4+\dots+2(n-1)} \\ = \sigma_{n^2-n} = (n^2 - n)^2$$

$$\text{and } s_1 + s_2 + \dots + s_{n-1} + s_n = \sigma_{2+4+\dots+2n} \\ = \sigma_{n^2+n} = (n^2 + n)^2$$

$$\therefore s_n = (n^2 + n)^2 - (n^2 - n)^2 = 4n^3.$$

Note. The following arrangement proves that the sum of the first n odd numbers is n^2 .

1	1	1	1	1	1	...	1
1	1	1	1	1	1	...	1
1	1	1	1	1	1	...	1
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
1	1	1	1	1	1	...	1

VI (a) There are n things, of which p are exactly alike of one kind, q exactly alike of another kind, r exactly alike of a third kind, and the rest all different. Prove that the number of permutations of the n things taken all together is

$$\frac{n!}{p! q! r!}$$

VI. (a) The proof given by Todhunter, Hall and Knight, and Chrystal is not easily understood by students.

OUR BOMBAY LETTER.

BOMBAY, February 1895.

I was slightly in error when I said in my last that the University executive had the power to alter without reference to the Senate the date of the Convocation for conferring degrees. The Annual Convocation for this purpose cannot be accelerated or postponed without the permission of the Senate; but a special Convocation for conferring degrees can be held "on such other graduation days as may be appointed by the Chancellor or Vice-Chancellor."

In virtue of this proviso a Convocation for conferring degrees was held in the Sir Cowasjee Jehanghier Hall of the University on Tuesday the 12th instant, a week earlier than the annual Convocation which came off on Tuesday the 19th instant. Our late Chancellor who left our shores on Saturday the 16th instant, amidst general regret at his departure, had thus an opportunity of bidding farewell to the Senate and at the same time vindicating his educational policy. The small clique of Lord Harris's detractors whom I referred to in my last, did all they could to throw discredit on this Convocation and to make the public believe that it was illegally held but notwithstanding their frantic efforts to prevent a large gathering, the attendance of Fellows as well as of the general public, was not a whit smaller than usual, and the Chancellor was received by the assemblage with every manifestation of respect and esteem.

The address delivered by Lord Harris on this important occasion was as spirited and impressive as it was sympathetic, thoughtful, and dignified.

Lord Harris's oration was divided into three heads. The first head dealt with the affairs of the University and touched on the various questions that had come up for discussion during the past year, such as the proposal to give the designation

of M. B. to the graduates in Medicine and Surgery, and the motion for the recognition of the vernaculars. The second head related to "the connection of Government with higher education viewed financially," and the last to "certain objects which it might be desirable for India to seek to procure more eagerly than she appears to be at this moment."

Lord Harris looked at the question of the vernaculars both from the æsthetic and the utilitarian point of view, and pronounced against making them compulsory from the latter aspect of the subject.

Under the second head of his speech the Chancellor completely vindicated the educational policy of the Government by bringing forward statistics to show that the University was left by him in a much better financial position than he had found her. As regards general education Lord Harris claimed that he had increased the contribution from Provincial Revenues from Rs. 17,10,786 in 1889-90 to Rs. 20,00,924 or an increase of Rs. 2,90,138. He was quite ready to admit that two-thirds of this increase had been absorbed by primary education, but he was glad that it had been so. He could not see anything more important in this country than that its agricultural population which forms so large a proportion of the whole and which has always been so reckless in money matters should have the opportunity of learning enough to show it the advantage of keeping accounts for itself instead of leaving them to be kept by a possibly avaricious and unscrupulous money lender.

In the course of his speech Lord Harris referred to a petition Government had received from the Deccan College for a reduction in the scale of fees, and remarked that it struck him as odd that such a request should come from the students and not from their parents, as would be the case in England. But the Chancellor did not seem to

maintains regular visitation of the schools and inquiry into cases of discipline. There are eight qualified professional inspectors of schools. Each school is under the charge of a committee (School-Commission) consisting for the most part of citizens who have been chosen by the electors as deputies (Burger-Deputirter) to act as members of the general school administrations. There are about 190 Board Schools. These are divided into six classes and each class has two divisions—a lower and a higher. In the sixth class the child learns the elements of reading and begins writing, arithmetic, singing, drawing and Bible knowledge; gymnastics is begun in the fifth class. In the fourth a beginning is made with geometry, physics and natural history. In the third class the same subjects are carried on with the addition of Latin and ancient history. The second class adds botany, French, mineralogy and the history of the middle ages; while in the first class English, modern history, the literature of his own country, algebra, physiology and shorthand are taught. Two hours a week are devoted to religious instruction. School begins at seven in the morning in summer, eight in winter, and continues till eleven with half an hour's interval. In the afternoon school begins at one and continues till four. The total hours in the week are thirty-three. In warm weather when the thermometer shows 77° Fahr. in the shade at 10 A.M., all schools cease work. Absentism is sharply dealt with. Corporal punishment is not more severe than in English board schools.

Continuation schools are for lads and girls who have begun work on their own account. The number attending such schools is over 10,000. The "Gewerbe Schulen" (Trades Schools) instruct young artisans in the technique of the trade they have chosen. Its adoption has become general throughout the country. As to school inspection there is still a fight raging for emancipation from church and clergy. The following case may interest my readers: In Silesia a teacher had to complain about a boy before the Local

School Inspector, a clergyman. The latter ordered the boy to come to him every morning to say his morning prayers. At first the lad came regularly but afterwards by order of his father, he stopped his morning call to the vicarage. The Herr Pastor went to the school to inquire about the non-appearance of the culprit. "My father does not want me to go, Sir," was the reply of the boy. Thereupon the Rev. gentleman gave him a thrashing and sent him home to be washed, and expected him after this performance in the vicarage. The boy did not appear. The Pastor sent word to the father that he would summon him for keeping his boy at home. The father answered that he would summon the Pastor for having thrashed his son. The Pastor acted first and the father was condemned before the Local Court to a fine of *ms.* 15 or 3 days' imprisonment for insulting the Local School Inspector. But the Higher Court acquitted the man saying that the Pastor had indeed the supervision over the school but had no right whatever to inflict corporal punishment. The High Court of Justice in Breslau, however, rejected the sentence and adjudged to the Local Inspector the right of bodily chastising. And now the Minister of Culture has taken up this important question, the decision of which is not yet known.

Q. DELPS.

JAGERHOFF HAI EUTIN, }
February 1895. }

* So-called dunces are often only so many visible evidences of an imperfect and too narrow educational system. They are the results of attempting to fill square holes with round pegs, to mould and develop the manifold and diverse characteristics of human nature of both sexes by the same method and with the same appliances, in conformity with a prearranged, harmonious, and symmetrical system, just as blocks of wood are run through a machine:—J. F. CASEY.

the Cambridge professorship—he sacrificed brilliant prospects at the Bar, and no doubt for the time considerably reduced his income; but that did not trouble him, and in time his University emoluments considerably increased.

Cayley was as admirable a teacher as he was an investigator. While he was cosmopolitan in his mathematics, he was a master in every branch. One of the best judges, Mr. J. W. L. Glaisher, has described him as "the greatest living master of algebra." It is well-known that Cayley's papers and problems and investigations are often far beyond the comprehension of the ordinary mathematician. Professor Salmon says that "few master his papers but those who have found a clue to them by some previous work in the same direction."

With such a professor it was only students of the highest mathematics, thoroughly in sympathy with their master, that could derive any good from his teaching. But among them he was regarded with a reverence almost akin to worship. We shall not attempt to refer in detail to any of Professor Cayley's work. Mathematicians say that he is likely to be best remembered as the creator of an entirely new branch of mathematics by his discovery of the Theory of Invariants. Professor Salmon says:—

This has given quite a new aspect to several departments of mathematics. It has introduced such a host of new ideas, and consequently of new words, that a Senior Wrangler of 40 years ago, who had not kept pace with modern investigations, would find, on taking up a book of the present day on geometry or algebra, that he could not read it without a glossary and must go to school again to learn what the writer was speaking of. . . . The knowledge which mathematicians now possess of the structure of algebraic forms is as different from what it was before Cayley's time as the knowledge of the human body possessed by one who has dissected it and known its internal structure is different from that of one who has only seen it from the outside.

The Royal Society list contains the titles of 724 papers and memoirs by Cayley down to 1883 and since then he must have brought the number up to considerably over 800. These are being collected into a series of ten volumes quarto by the University of Cambridge.

Absorbed as he was in mathematics, Professor Cayley in various ways showed his sympathy with human life and interests, and especially with education; he even occasionally manifested an interest in politics. He was an early member of the Alpine Club. He was familiar with many European languages. In 1882 he was invited by the Johns Hopkins University, Baltimore, to give a series of lectures, and this he did in the winter session of that year. He was president of the Southport meeting of the British Association in 1883, and, as may be imagined, his presidential address was not calculated to arouse much interest among a typical Association audience. From the Royal Society he received both the Royal and the Copley medal. He was in 1890 made an officer of the Legion of Honour by the President of the French Republic, and he was an honorary member of many learned societies at home and abroad.

As might have been expected, Professor Cayley was a man of the most simple habits and of absolute modesty. He will be missed by not a few warm and devoted friends.—*The London Times*.

There has been too much of the schoolmaster, and too little of the real professor. Too great absorption of the professor's time in the work of instruction is injurious to both teacher and pupil. The most stimulating of teachers is he who by daily experiment is in vital touch with nature,—he who brings from the fires of the laboratory the warmth, the illumination, and the inspiration of his own researches:—ADRIAN BROWN.

An important work now in hand, under the auspices of the Anthropological Section of the British Association, is the organization of an ethnographical survey of the United Kingdom, based upon scientific principles. It is proposed to record in a systematic and uniform character for . . . in typical villages and the neighbouring districts; 1. . . physical types of the inhabitants; 2. Their current traditions and beliefs; 3. Peculiarities of dialect; 4. Monumental and other remains of ancient culture; and, 5. Historical evidence as to continuity of race.

aware that very few Brahmin students are educated at the expense of their parents, and that the majority of them have to earn their living at the same time that they prosecute their studies at school or college.

An important matter referred to by Lord Harris in his address was the absence of anything like home-life in our schools and colleges. In pointing out the advantages of the English system, the Chancellor urged that there must be some elements of virtue in the educational system of England, which takes a boy away from his own home-influences and plunges him for months together into a little world of other boys and young men and puts him under the disciplinary moral and manly influence of the home-life of the institution.

Alluding to the too common neglect of good and profitable recreative reading in this country, Lord Harris recommended translations from the works of Scott, Thackeray, Dickens and other sound and wholesome and interesting writers.

In conclusion the Chancellor made a dignified appeal to the graduates to raise the standard of the native press and to make it a better and greater influence than in the past.

No fewer than 137 candidates took their degrees at the Annual Convocation held on the 19th instant. Most of these were recalcitrant young men who had been influenced by the opponents of Lord Harris to stay away from the Convocation held in his honour. The public were not admitted to this second Convocation and the Fellows had no intimation whatever whether they should appear in academic costume or in ordinary dress. Most of the Fellows attended without their gowns and took their seats as at ordinary meetings of the Senate. The occasion was thus shorn of all its splendour. Where there used to be a brilliant assemblage of the beauty and fashion of the city, were to be seen the dusky faces of the friends of the candidates. These young men

were so elated by their unexpected transition from the Gallery to the Hall that they seemed to think they might behave as they pleased. They were evidently masters of the situation and when the Vice-Chancellor (Dr. Bhandarkar) crossed the threshold to enter the Hall, followed by the deans and syndics, they received him with a shower of hisses. Even some of the candidates for degrees, unrestrained by the presence of all the heads of colleges who were in the Vice-Chancellor's procession, joined in this demonstration. Never was such a disgraceful scene witnessed in that Hall. The graduates behaved like a rowdy rabble even when they came up for their degrees, and after receiving their diplomas some of them once more joined in hissing the Vice-Chancellor whose hands had just conferred such an honour on them. It is believed that all this mischief was premeditated, and that some of the detractors of Lord Harris were at the bottom of it. As police precautions had been taken on the former occasion they slunk away at that time through fear and cowardice, but on this occasion they had everything their own way, and they seem to have meanly availed themselves of the opportunity to make a scapegoat of the poor Vice-Chancellor, at whose instance the special Convocation in honour of Lord Harris had been held.

The facts presented in a special report on women's education, given in the University Convocation Proceedings for 1893, show that women are gaining in every educational field. The secondary schools of the State returned in that year 23,558 girls of academic grade to 18,243 boys; and of 438 honour credentials issued, 298, or more than two-thirds, were to girls. The number of women in colleges had risen to 2,923, of whom 2,078 were in the eight specifically women's colleges, besides 880 in subfreshmen classes. The professional and technical schools returned 4,043 women, and the special schools 3,308. The number of girls entering college from Regent's schools was eighty-four per cent. greater than the year before, and the increase promised to continue in the current year. Of the teachers in the New York common schools 28,869 were women. In the United States there were in 1890, 125,525 men and 238,397 women teachers. Two years later the number of men had decreased 3,974, and the number of women had increased 14,383. Women are more and more employed as teachers in the grammar and higher schools and in Colleges and the University; more of the graduates from women's colleges are entering the medical profession; progress is making in the legal education of women; and opportunities are now offered them to take a theological course:—*Popular Science Monthly*, (New York.)

another note to, the same purport, but differently worded. We do not think that Mr. Wright's long note on Act II, ii, 40 clears up matters. Borachio, unfolding his plot to Don John, tells him that the Prince will 'hear me call Margaret Hero, *hear Margaret term me Claudio*.' Theobald suggested the substitution of 'Borachio' for 'Claudio.' Mr. Wright defends the original reading—we think, on insufficient grounds. There seems no reason why the supposed Hero should call her paramour by the name of her affianced lover. No doubt there are other difficulties, and the part allotted to Margaret in the conspiracy, is unquestionably, as Mr. Wright observes, 'a defect in the plot.'

That the Clarendon Press and Mr. Wright should have published an edition of this delightful comedy must be a matter for congratulation to all serious students of Shakespeare. But when we come to estimate the usefulness of the present volume, and indeed of the rest of the series, as an introduction to Shakespeare in schools and colleges, we must confess to a considerable degree of scepticism. Many of Mr. Wright's notes, just because they are so learned and so minute, are not at all of the sort to lead boys to love Shakespeare very much, and the main object of teaching 'English Classics' at all is to awake in the pupil as far as possible a real interest in literature as literature. If literature is to be regarded as a convenient method of teaching philology, antiquarianism and out-of-the-way erudition, very inferior literature would serve the purpose as well, probably better.

Mr. Wright on the whole scrupulously avoids that species of comment which is (rather unfortunately) termed æsthetic. Now and then we come upon a note decidedly 'æsthetic,' and then it is generally so much to the point that we could wish for more of the same sort. For instance, in a note on Act II, ii, 122, Mr. Wright quotes the following from Mary Lamb: "This sarcasm ('the Prince's Jester,') sank deeper into the mind of Benedict than all Beatrice had said before. The hint she gave him that he was a coward, by saying she would eat all he had killed, he did not regard, knowing himself to be a brave man: but there is nothing that great wits so much dread as the imputation of buffoonery, because the charge comes sometimes a little too near the truth." The quotation is admirable. It makes luminous for us so much of the spirit of the play, so much of Shakespeare's meaning. But notes of this kind are

terribly rare. On the other hand, here is a specimen of a note that is the reverse of rare. Act III, iv, 19 'side sleeves—long trailing sleeves'. . . . Then follows a dozen lines from Stowe's Chronicle, and finally, 'Stevens says, "side or syde in the north of England, and in Scotland is used for long when applied to the garment, and the word has the same signification in the Anglo-Saxon and Danish." The Anglo-Saxon is *síd*; Icelandic *síðr*.' This is excellent in its way; it is the distinct acquisition of a definite bit of knowledge, but—!

The Introduction to the play is perhaps even more disappointing than the notes to those who think that a School edition of Shakespeare should aim at imparting to the pupil some idea of the poet's meaning and of the poet's art, and should stimulate him to try to make further inquiries in the same direction for himself. Mr. Wright, on the other hand, contents himself with assigning the correct date of the play, stating the source from which Shakespeare derived the Hero and Claudio plot, with disposing of an absurd theory based upon a single jest in the text, and with quoting at length a curious story which perhaps clears up a single obscure allusion. We search in vain in the Preface or in the notes for any interpretation of the title of the play; and the title in this case is significant of much. No remark is made upon the significance of the mere names, Benedict and Beatrice. Nothing is said of the manner in which the exquisitely high comedy episode of Beatrice and Benedict is woven into the romantic episode of Claudio and Hero. No attempt is made towards character analysis. Beatrice may be, as Campbell pronounced her, an 'odious woman,' for all the student learns from Mr. Wright. Nothing is said of the low comedy of the play; and yet it would be well for the young student to know that the Dogberry and Verges scenes are something more than so much buffoonery introduced to tickle the ears of the groundlings. Neither has the editor found it any part of his business to help us to discover how it is that a play, of which the plot contains manifest defects, of which one principal character (Hero) is rather commonplace and uninteresting, of which the hero (Claudio) is rather a cur than otherwise, in which there are glaring improbabilities and some improprieties, nevertheless strikes us as more refreshingly delightful.

truer to human nature, every time we read it. To know a little of this, however imperfectly, would perhaps have a higher educational value than the most accurate knowledge of the Anglo-Saxon and Icelandic equivalents of 'side sleeves.' 'Æsthetic' criticism, after all that can be said against it, even if second-rate or wrong, sets intelligent boys thinking; and if unintelligent boys merely learn other people's opinions off by heart, they will do exactly the same by antiquarian and philological notes, and the harm or good resultant in either case will be exactly the same.

But perhaps the worst thing that can be said against the Clarendon Press system of Shakespeare criticism is that it furnishes the unscrupulous and malicious examiner with a dangerous weapon of offence. We glance through these eighty pages of closely printed erudition, and the vision of the 'stumping' papers which might be, and undoubtedly will be set out of them, stirs in us a feeling akin to consternation. There is but one way of safety—cram.

The Tutorial French Accidence, BY ERNEST WEEKLEY, M.A. (LOND.), London: W. B. CLIVE. 3s. 6d.

This is one of the most recent volumes of the well-known Tutorial Series published in connection with the University Correspondence College; and though specially prepared with a view to London University Examinations, will prove very useful to Indian University examinees in need of a clear, concise and sound manual. After an interesting but all too brief introduction in which is sketched the relation of French to its parent, "Rustic Latin," the author passes on to a preliminary chapter on French orthography and pronunciation, and then to a consideration of the Parts of Speech in their traditional order. Towards the end is a chapter on the Elementary Syntax of the Verb. An Appendix gives useful lists of Homonyms, of English and French words of similar form but different meaning, and of Countries with their corresponding Adjectives. There is a well-meant chapter of 16 pp. intended to smooth that greatest of difficulties in the learner's path—the Gender of Nouns, while nearly one-half the book (87 pp.) is devoted to another great difficulty, viz., the Conjugation of Verbs. The judicious philological notes placed here and there—the number of which in our opinion might well have been greater—cannot fail to interest the intelligent student and kindle a

desire for a full knowledge of this fascinating subject. ~~As we~~ foresee that a second edition will soon be ~~published~~ for, we wish to draw the author's attention to a ~~few points~~ for correction and improvement, whereby the utility of this undoubtedly excellent book may be still further increased. In the Introduction we should like to see mentioned and illustrated, besides the Law of the Continuance of the Tonic Accent, the two other great laws governing the transformation of Latin words into French, viz., the Law of the Suppression of the short atonic vowel immediately preceding the Tonic Vowel, and the Law of the Loss of the Consonant standing between two vowels. The sound of *u* in *fumigated* is "long," merely because it is a *diphthong* and not a simple (i.e., single) vowel sound, as Mr. Weekley imagines (p. 5). The "Use of the Accents" would be better understood if illustrated by examples (p. 5). The short sound of *a* does not exist in English and the sound of *a* in *further* is long (p. 6). To speak of "*e* (mute)"—i.e., not sounded—as a "simple vowel" (meaning thereby a single vowel sound) is absurd (p. 6). For "Simple Vowels" and "Compound Vowels" (pp. 6, 7) it would be better to use "Single Vowel Letters forming Single Vowel Sounds" and "Combinations of two and three Vowel Letters forming Single Vowel Sounds." On pp. 8, 9 and elsewhere the loose popular use of "hard" and "soft" in connection with the consonants *c* and *g*, is very reprehensible, the more so as on p. 9 we find the terms used correctly with reference to the letter *s*, viz., *hard = sharp* and *soft = flat*. The expression "Partitive Article" is surely wrong (p. 15). Compare "*avez-vous du pain?*" "*avez-vous de bon pain?*" and "*vous n'avez pas de pain.*" Compare also the similar construction in English: "Give us of your oil; for our lamps are gone out;" "The woman gave me of the tree;" "In the day ye eat thereof." The use of an inexact designation naturally leads to confusion of ideas, as in the wording of the Note on § 32 and of § 33. *Peuplier* (p. 26) owes only its first five letters to Lat. *populus*, the suffix *-ier* in this and other tree-names having nothing corresponding in Latin. In § 283 it ought to be pointed out that the English *Past Indefinite* in form is often a *Past Imperfect* in meaning, and is therefore in such cases correctly translated by a French *Imperfect*, as in the first example given. We should like to see the word "correctly" inserted before "employed" in the "Notes" on §§ 285, 288. In

§ 316 *ought* is incorrectly spoken of as an English auxiliary. The statement in the "Observation" on § 325 is wrong: *do* and *did* are used as tense auxiliaries only in the Present Indefinite and Past Indefinite. The use of *may* and *might* (*passim*) to English the French Subjunctive tenses is objectionable. "The *u* has no vowel sound, but belongs to the preceding consonant" (p. 149) is unscientific in expression. It is a pity that Mr. Weekley, after pointing out the "unscientific" nature of the terms, "Regular" and "Irregular" as applied to Verbs (p. 150), should retain the latter term as being "convenient and intelligible." These terms had better be thrown overboard altogether. "The subjunctive is the mood of doubt or hypothesis" (p. 188). The absurdity of this statement can be easily exposed. Let our author explain where the "doubt" or "hypothesis" comes in in the sentences he himself gives to illustrate the use of the subjunctive. Here are two examples: "*J'exige qu'il obéisse*;" "*Je suis surpris que vous ne l'ayez pas vu*." On p. 192 we encounter another serious error. The Active Participle, whether in French or in English, has affinities with *adjectives*. In both languages too the gerund and the active participle have the same termination, which is *-ant* in French and *-ing* in English. In both languages it would be equally absurd to speak of a "preposition governing a participle." In "*Il pâlit en disant cela*," *disant* is no more a present participle than is *saying* in "*He turned pale on saying that*." It is true that Mr. Weekley goes on to say that "in this usage the present participle would be more correctly called a 'gerund.'" This is—we must be pardoned for saying so—sheer nonsense. If something is "correct," how in the name of all that's wonderful can some other thing be "more correct?" If it is correct to parse *disant* as a present participle, it must be absolutely incorrect to parse it as a gerund, and vice versa. On p. 199 we are told that in English many adjectives (e.g., *fast*, *loud*, &c.) are used as adverbs. The fact is that the adverbs *fast*, *loud*, &c., owing to the loss of their original inflections have come to look like adjectives, which is a different thing altogether. (By the way *firm* and *upright* in the examples given are not adverbs.) We have noted very few misprints in the book before us—"la frêne" (p. 26); "comparitive" (p. 60); "tran-slated" (p. 101); "may" for "can" (p. 196, l. 8). Like its companion works in the Tutorial

Series, the book before us is exceedingly well got-up, but we cannot help thinking the price of the book a little too high. In spite of this however, we have no doubt that the book will circulate widely, as indeed it deserves to do. We wish it much success.

PRACTICAL WORK IN GENERAL PHYSICS, for use in Colleges and Schools, BY W. G. WOOLCOMBE, M.A., B.Sc., Senior Science Master in King Edward's High School, Birmingham, Author of "PRACTICAL WORK IN HEAT," Oxford, at the Clarendon Press, 1894.

PRACTICAL WORK IN HEAT, for use in Schools and Colleges, by the same Author, Oxford, at the Clarendon Press, 1893.

We are glad to notice two little books, (1) *Practical Work in General Physics*, and (2) *Practical Work in Heat*, the first covering 83 pages, and the second even less, 61 pages only. In both the author shows clearly how well aware he is of the necessity for accuracy and precision. In fact here and there he would almost seem to be unnecessarily particular. This is easily understood, however, when it is seen that the books are intended for boys as young as fourteen or thereabouts. The two little volumes really form a set of instruction to young students in a well-equipped Physical Laboratory, and as such should prove very useful. They consist of a careful description of several experiments. In each experiment the apparatus to be used is indicated, and the whole process given in detail, so that the boys can get to work at once, and there need be no loss of time. The teacher is thus left free to supervise the class generally. Apart from the laboratory, however, the books would not be of much use, nor does any use for them seem to be intended, except in the laboratory. Many of the experiments are such as are not commonly made, though it is clear how valuable they are. In the work on Physics the apparatus are well-explained, e.g., the Vernier, the Sliding Callipers, the Micrometer Screw, &c., but we are not at all sure that we agree with the author in what he says

on the terms "Mass" and "Weight." The books are not likely to be found of much use in this country at present, but we would certainly recommend them wherever there is a good physical laboratory.

ELEMENTARY MECHANICS OF SOLIDS AND FLUIDS,
BY A. L. SELBY, M.A., *Fellow of Merton College, Oxford, at the Clarendon Press, 1893.*

If we are not altogether in sympathy with the two little volumes noticed above, we cannot say the same with regard to "*Elementary Mechanics of Solids and Fluids*," by A. L. Selby, M.A. We do not consider the book quite so elementary as the author would appear from his preface to wish us to suppose it to be, as a young student without a good grounding in Algebra and Euclid, and without some knowledge of Conics and Trigonometry, would find it rather hard reading. Given this knowledge, however, we think the work an excellent introduction to the higher portions of the different branches of Mechanics. The arrangement of the book is good. We can only examine, or enquire into the nature of forces by the results they produce. These results are displacements, or resistances to displacements. We must therefore first consider these displacements, and this involves investigation of, first, direction and change of displacement, and secondly, the causes which lead to these, while, lastly, we are able to consider the conditions under which bodies remain at rest. In this way we are treated, first to Kinematics, then to Kinetics, and finally to Statics. This is different from the old arrangement of "Statics and Dynamics" and is the one now usually adopted.

Two chapters are given to the elements of Hydrostatics and Capillarity, and the final chapter deals with Units. What the author has to say on *Absolute and Derived Units* is worthy of attention. We also much prefer his remarks on *Mass and Weight* to those on the same subject by the author of the two little books noticed above. We would draw the attention of young students of Applied Mechanics to the connection between the Third Law of Motion and Stress, page 63. We note also the clear enunciation of the Principle of the Conservation of Energy, and how Centre of Mass is introduced under the Third Law and the examples on and illustrations of this law. There are many examples in the book, and we can altogether thoroughly recommend it.

A *Class Book of Elementary Chemistry*, BY W. W. FISHER, M.A., F.C.S., *Clarendon Press, Oxford, Second Edition, 1894. 4s. 6d.*

This Class Book has been prepared for use in schools in accordance with the syllabus of the Oxford Local Examinations for Senior candidates. It is intended to be a compendium of the fundamental principles and facts of chemistry. As the book is meant to be used as an adjunct to experimental lectures, detailed verifications of the facts mentioned are not given. The first chapter gives an outline of chemical phenomena and the laws of chemical change, thus serving as an introduction to the whole subject. The physical and chemical properties of water and air, bodies of the greatest importance to mankind, receive in the earlier chapters a more exhaustive treatment than the rest of the subject-matter. The succeeding chapters are devoted to the non-metallic elements and their compounds. The student must at this stage be able to compare and classify the characters of the non-metallic elements. A chapter is therefore next given to the Periodic law, the basis of classification in modern chemistry. In the treatment of the metallic elements, which occupies the rest of the book, a classification based on this law has been followed. The information is up to date; and we have not come across any inaccurate statement, though, we fear, the meagreness of information in some cases, as, for example, in the treatment of acids, bases, and salts, is likely to give rise to inaccurate ideas. The book is on the whole a good addition to the already existing elementary text-books of the science, and will surely serve the purpose for which it is intended. The name of the publishers, we need hardly say, is a sufficient guarantee for neatness of execution in printing and binding.

A *Text-book of Sound*, BY EDMUND CATCHPOOL, B.Sc., W. B. CLIVE, *London, 1894. 3s. 6d.*

Catchpool's Text-book of Sound forms the first volume of the *Tutorial Physics*, published by the University Correspondence College Press of London. The work has been adapted to the requirements of elementary examinations. With a view to give a clear idea of the physical processes producing sound, the author has to a large extent avoided the use of mathematical symbols. The subject is treated experimentally, and the mathematical proofs of some propositions are given in the Appendix. The author's practical experience as a teacher shows itself on every page. Difficulties are anticipated and solved. The book contains a lucid, compendious, and accurate summary of acoustical facts. Though the work is essentially an examination manual, it will be found useful by any desirous of gaining a sound elementary knowledge of the subject of acoustics. We have no hesitation in recommending it to the Physical Science candidates of the B.A. Examination of the Madras University.

Correspondence.

THE MADRAS UNIVERSITY AND THE LAW COLLEGE.

SIR,—The Senate of the Madras University can hardly be aware of the positive injury it is inflicting upon the students of the Law College in persisting in holding its B.A. Degree Examinations in the January of each year. The results of the B.A. Examinations are not made known before the first week in March, and students cannot join the class much before the end of March. Under these circumstances they have hardly a month's tuition during the first term; certainly this is a very undesirable state of things. I am afraid that the arrangement for holding the Degree Examinations in January is due to an excessive sensibility on the part of the Syndicate for the convenience of the examiners. Some who have the good fortune to examine the papers of the F.A. candidates as well as of the B.A. candidates are no doubt benefited by this arrangement. It is time that the Senate of the University rose above the consideration of existing solely for the convenience of its examiners, and showed by its proceedings that it can at times also take into consideration the interest of the student population. It ought not to be a difficult matter to obtain the services of competent men for each of these examinations, and I have no doubt that when the Senate takes into consideration the gravity of the situation, it will at once remove the difficulty. It is understood that the Principal of the Law College addressed the Director of Public Instruction on this matter during the absence of Dr. Duncan in England. The present head of the Educational Department, fortunately for Madras, has had considerable experience in the management of Educational Institutions, and he must feel the absurdity of trying to force on the students in the course of little more than a month the whole of what ought to be a Session's study. If, therefore, a proposi-

tion is moved in the Senate by the Principal of the Law College, and if that is supported by the authority of the Director of Public Instruction fixing the dates of the Degree Examinations some time in December, we feel no doubt that such a reasonable step will commend itself to the wisdom of the Senate.

LAW.

COWPER AND SCOTT.

SIR,

I wonder if anybody before this ever noticed the curious fact that if it had not been for Cowper's "*Diverting History of John Gilpin*," Scott's "*Lay of the Last Minstrel*," would never have been written. The story of the origin of Cowper's Ballad is well known. For the benefit of those who may require their memories to be refreshed, I quote the following passage from the Introductory memoir prefixed to the Globe edition: "When low spirits overtook Cowper, Lady Austen's sprightliness was generally able to exorcise them. One afternoon when he was in this condition, she told him the story of John Gilpin. He lay awake half the night convulsed with laughter, and by the next morning had turned it into a ballad. It was sent to Unwin, who sent it on to the *Public Advertiser*, where it appeared anonymously [1783]. It attracted no special notice, until three years afterwards it came under the eye of Richard Sharp.....He showed it to Henderson, a first-class actor of the time, who was then giving public readings at Freemasons' Hall. He read *John Gilpin* and electrified the audience. The ballad was reprinted again and again, and the famous horseman was seen in all the printshops." Compare now the following account of the inception of Scott's great poem extracted from the late Prof. Minto's edition of the *Lay*: "The young Countess of Dalkeith, wife of the heir-apparent to the headship of the clan Scott, had heard the legend of *Gilpin Hornet*—a strange tricky goblin who appeared among the Borderers in the shape of an ugly little dwarf,

and had a habit when excited of muttering 'Tint! Tint! Tint!' ('Lost! Lost! Lost!'), as if it had strayed away from its supernatural master into human society. The Countess suggested to Scott that he should write a *ballad* about it. A suggestion from such a quarter was a command He accepted his task with joy. At first he thought *only* of making a *ballad*..... But the subject grew rapidly on him and"—the *Lay of the Last Minstrel* was the result. (The italics are mine.) To me the conclusion seems irresistible that Lady Dalkeith had 'Lady Austen and the Ballad' of John Gilpin in her mind. The curious similarity of name led her to think that the pranks of Gilpin Horner might be versified, as were the diverting incidents in the story of the immortal "citizen of credit and renown."

Z.

February 1895.

MATRICULATION EXAMINATION 1894.

SIR,—Will you allow me in the interests of the Mathematical education of the Presidency to call attention in your columns to the extraordinary Arithmetic paper that was set at the late Matriculation Examination? 'I have' superintended this Examination for the last fifteen years, but I do not remember to have ever seen a more desultory, aimless and carelessly put together paper than that of last December—which is saying a good deal. I say this of the paper as a whole, but I would especially invite attention, Sir, to the second question where the candidates were called upon to "Simplify $a-y$," where a and y each represent a complex vulgar fraction. Now a reduces to $\frac{1}{11}$ and y to $\frac{1}{11}$; and the subtraction of a greater quantity from a less is an operation that cannot be performed in Arithmetic! The question becomes rational only on the supposition that there is some misprint, but I have not heard any rumours to that effect, and I am forced to conclude that the Examiner responsible for the paper most

absurdly and with a lamentable ignorance of the very A B C of Arithmetic expected the "answer" (?) " $-\frac{1}{11}$ " to be given—a something altogether non-existent in Arithmetic. It would be very interesting by the way to find out how many candidates gave " $-\frac{1}{11}$ " as their "answer" to the question, as it would shew how far the elementary mathematical teaching in our Schools and Colleges is in the hands of sound mathematical teachers. I have actually come across graduates of the University who have taken "Mixed Mathematics" as their Optional Subject setting Pre-matriculation and Matriculation Classes such absurd questions as "Prove" (which the boys could no more do than they could fly!) "that $a^{-n} = \frac{1}{a^n}$ and that $a^0 = 1$!"

ARITHMOS.

REVIEWS AND NOTICES.

Shakespeare, Select Plays. 'Much Ado About Nothing,' edited by WILLIAM ALDIS WRIGHT, M.A. Hon. D. C. L. and L.L.D., Fellow, Senior Bursar, and Vice-Master of Trinity College, Cambridge: Oxford, at the Clarendon Press, 1894.

The Clarendon Press Shakespeare is so well known, and Mr. Aldis Wright is so eminent a Shakespeare scholar that the addition of another play to the series calls for little remark as to the manner in which the work has been executed. Mr. Wright's notes to *Much Ado About Nothing* bear witness to the same learning and acute scholarship as he has abundantly displayed before in the field of Shakespearean criticism. *Much Ado About Nothing*, like the other comedies, is full of difficulties which cannot be got over by the ordinary intelligent student without the assistance of a specialist's notes. Obscure allusions, obsolete expressions, forgotten quotations, all these in the present edition receive the attention they require, and are for the most part satisfactorily elucidated. There is of course abundant quotation of parallel passages, and reference to contemporary writers, dramatists and others.

The note on Act V, iv. 54 is likely to puzzle the student. It really refers to line 97, but line 97 has

First Year of Scientific Knowledge, by PAUL BERT, translated into English by MADAME PAUL BERT, London, Relfe Brothers, Twelfth Edition. 2s. 6d.

We feel it an impertinence to praise M. Paul Bert's famous book, which has been spoken of in terms of unstinted admiration by almost all competent authorities, among others by Sir John Lubbock, and of which the twelfth edition is before us. We are induced to say a word or two here, only because we fear that the book is hardly known, and still less read, among Indian teachers and students. In about 350 pages it sets forth in a most charming and attractive way the general outlines of natural history, mineralogy, physics and chemistry, and animal and vegetable physiology. The treatment is brief, it once simple and lucid, accurate and comprehensive. The tiny woodcuts, of which there are several in every page, really illustrate the text. We venture to suggest the advisability of a way being found for the introduction of this marvel of method and information into the curriculum of the pre-matriculation classes of our high schools.

Longmans' Text-Books for Indian Schools—Physics, by HEN COOK, M.A., London, Longmans, Green and Co., 1894. 1s. 9d.

The author is well-known in South India as a teacher of great experience. His position as a teacher and as an examiner has given him good opportunities for finding out the wants and defects of the Indian student. He has therefore endeavoured in this book to supply the long-felt want of a suitable text-book of Physical Science for beginners. The book is well worthy of the attention of the teacher and the student. There is, however, nothing new either in the plan or in the matter of the book. The elementary works of Ganot and Everett give all that is contained in this book; but their prices are prohibitive to the poor Indian student. Mr. Cook's book, on the other hand, is cheap and well got up, and will surely be useful to the student going in for the Entrance Examination of the University of Madras.

The Making of the Body—A Children's Book of Physiology and Anatomy, by MRS. S. A. BARNETT, London, Longmans, Green and Co., 1894. 2s.

The distinguished editor of the *British Medical Journal* has seen it fit to supply the work under review with an eminently appreciative preface, and a careful examination of the book enables us to strongly support his statement that the book ought to find a place in the hands of every parent, of every teacher, of every journalist, and of every child. The book is in the first instance intended for the use of children; but it is well suited to appeal to a much larger audience. The main outlines of human anatomy and physiology are here sketched in a simple and very intelligible manner. The work is from every point of view valuable; the authoress

writes a charming and inviting style. The last four chapters, 'Journey of an Odour,' 'Journey of a Word,' 'Journey of Sound,' 'Journey of the Light,' dealing respectively with the organs of smell, speech, hearing, and sight, are most admirably done, and are above praise. A clear and succinct analysis of all the chapters is appended at the end; and this forms another excellent feature of this text-book. We notice that the book omits to treat of the kidneys, an omission for which we are hardly able to account. Physiology is one of the most fascinating of studies, and the information it supplies is of infinite practical moment to all of us. Mrs. Barnett's book bids fair to take the place of a popular handbook on the subject, and we trust it will gain great popularity. We should wish to see the book translated into the leading Indian vernacular languages. It is quite needless to add that the printing and get-up of the book are well worthy of its publishers.

Elementary Politics, by THOMAS RALEIGH, Fellow of All Souls College, Oxford, Seventh Edition, London; Henry Frowde, Oxford University Press Warehouse, Amen Corner. 2s.

'This book,' says Mr. Raleigh, 'is not meant to be a compendium of information—nor is it meant to be a summary of orthodox political doctrine. My object is not to satisfy but to stimulate inquiry.' The little volume before us is thoroughly calculated to do all its author wished it to do. Every page presents us with a variety of 'thought-compelling' matter; innumerable questions, speculative and political, directly or indirectly connected with politics, are started, difficulties raised, and the *pros* and *cons* at least hinted at. The early chapters deal with theories about the beginnings of society,—Rousseau's social contract theory and the like. We have then a sketch of the progress of civilisation; some account of the chief features of modern society and the modern state, with a discussion of the various forms of government; a brief account of the English constitution as it at present exists; and chapters upon political ideals, and party government. Then come three chapters upon economical matters, and the book closes with a discussion of the vexed question of the 'Function of the State.' And all this within 150 pages!

Although the subject-matter of the book teems with literally 'burning' questions, the author writes on the whole with great moderation. Even where his own opinions are very decided he is careful to point out the line of reasoning which those who differ from him are likely to follow. It speaks well for the English-reading public that a book of this kind should have reached its seventh edition. The whole tone of the book is representative of the ways of thinking of the modern Oxford Don. Candidates for the History Branch of the B. A. Examination would find it useful and suggestive in many ways.

A Brief History of the Indian Peoples, BY SIR WILLIAM WILSON HUNTER, K.C.S.I., C.I.E., M.A., OXON, LL.D., Cambridge, Twentieth Edition, revised, Eighty-two thousand. Oxford: at the Clarendon Press. 3s. 6d.

The fact that a work of this sort has reached its twentieth edition in the course of a few years is sufficient proof that it has abundantly realised the aim which the author set before him. It goes without saying that Sir William Hunter's style is eminently readable, and more than that; and that his arrangement of his material is extremely clear and lucid. The present edition has been revised and brought up to date. It includes the principal figures arrived at by the Indian Census of 1891, and brings down the chronicle of events to the expansion of the Indian Legislative Councils by the Act of Parliament, 1892. We notice that the book has been prescribed for the Entrance Examination of the Calcutta University. It is perhaps rather too advanced to be put into the hands of High School students in the Madras Presidency, but it will certainly prove of the highest usefulness to many teachers preparing boys for the Madras Matriculation Examination. A very excellent feature in the history may be mentioned. At the end of every chapter a note is added giving a list of standard works which may be consulted by the student anxious to obtain more detailed and thorough information than can, from the nature of the case, be obtained from the text.

Longmans' Readings in Modern Prose, BY J. ADAM, M.A., London, Longmans, Green and Co., New Edition, 1894. 2s.

We are glad to welcome a new edition of this excellent book. Mr. Adam was for years teaching English at the Pachaiyappa's College and High School with considerable success, and the book of selections now before us fully proves that his long experience has stood him in good stead. It was certainly a happy idea to make a book of 'Readings in Modern Prose' containing pieces of a substantial length and on a variety of topics chosen from some of the foremost writers of English prose of the present age; and the editor and his publishers are to be congratulated on the remarkable measure of success with which the idea has been realised. The sixteen selections embrace a very wide range of subjects, including as they do selections from mythology, fiction, travel and adventure, animal psychology, biography, history, and sociology. One striking feature of the work under review is that the various kinds of composition—descriptive, narrative, expository—are well represented in it. The readings are arranged in the order of difficulty from the severe simplicity of Darwin to the grace and eloquence of Newman and the thoughtful and argumentative style of John Mill. The book is admirably suited for use in Indian High Schools, though, we fear, the last two selections, Newman on *Student Life in Athens* and Mill on *The Increase and Distribution of Wealth*, will be somewhat above the

comprehension of the average high school student. The short introduction put before each piece is helpful to an intelligent understanding of it; the notes are always brief and to the point, and though elucidating the text, do not in any way render superfluous exertion on the part of teacher or pupil. We should like to see the book in the hands of all high school and junior college students.

First Lessons in Tamil or an Introduction to the common dialect of that Language, BY REV. G. U. POPE, M.A., D.D., Oxford, Clarendon Press, Fifth Edition. 7s. 6d.

The Rev. G. U. Pope has done a great deal for the furtherance of the study of Tamil among Englishmen. The several books he has published, especially his valuable editions of *Kurral* and *Naladiyar*, will well attest his sound scholarship. His 'First Lessons in Tamil,' the fifth edition of which is before us, will be of immense use to English people learning Tamil. The book is divided into two parts. The first part consists of a series of hundred lessons giving full and multifarious information about the elements of Tamil accidence, and supplying exercises thereon for translation from English into Tamil, and vice versa. The clear analyses and lucid explanations of the various grammatical forms will, we are sure, leave no doubt in the mind of the learner. The *Catechism of Tamil Grammar*, containing essentials of Tamil both common and classical, and which forms the second part of the work, was originally published in 1848, and, as the author tells us in the Preface to the present edition, is largely used in the Vernacular Schools throughout the whole Tamil country. In the *Catechism*, which will serve as an excellent little handbook of Tamil Grammar, the author has combined both Native and European methods of treating grammar. The part of the *Catechism* dealing with syntax, though it seems rather new at first sight, does not contain any information which is not given in the native text-books. The author, however, has done well to collect the information that is found scattered in Native grammars; and by publishing it as a separate part, gives to syntax a place co-ordinate in importance with that of etymology and prosody. We regret that the author has not devoted a few pages to the treatment of rhetoric and prose composition, which, in our opinion, would have greatly enhanced the value of the book. The author's occasional deviations from old usage will not, we fear, meet with the approval of our Pandits. The book, though chiefly intended for the needs of foreigners learning Tamil, will give not a little help to Tamilians learning English. The author's wish, expressed at the end of the Preface to the first edition written about half a century ago, will not fail to evoke a hearty response from all lovers of this land. "The earnest wish and prayer of the writer," Dr. Pope finely says, "is that his efforts may tend, in however small a degree, to facilitate free intercourse between Hindus and their brethren from the West, and so aid in the impartation to the former, of all that God has bestowed upon the latter."

Presidency College on appointed days at 4.30 P. M. The institution of such lectures is a movement altogether in the right direction, and deserves to meet with the hearty support of all interested in the diffusion of sound knowledge.

THE Convocation of the Senate of the Madras University for the purpose of conferring degrees on the successful graduates will be held on Friday, the 29th instant, when H. E. Lord Wenlock, Governor of Madras, in his capacity as the Chancellor of the University, will deliver the usual address. The event has not yet been announced in the *Fort St. George Gazette*; but a notification formally announcing the date will, we understand, appear in its next issue.

THE Annual Athletic Sports of the Madras Athletic Association were held on Wednesday, the 13th of February, at the Chepauk grounds. There was a large audience present of European and native gentlemen. H. E. Lady Wenlock distributed the several prizes among the successful competitors. His Excellency the Governor, who was requested by the Committee of the Association to say a few words on the occasion, pointed out that the development of athletics was undoubtedly a movement which ought to be fostered by all those who wished to see an improvement in the general tone of the race. Lord Wenlock laid special emphasis on the fact that, through the course of history down to the present day, the nation which had interested itself most in the development of athletics had generally proved to be in the van in all other directions. His Excellency was glad to observe that more attention was gradually coming to be paid day by day to the increase and furtherance of the physical development of the people of this country.

MR. VERE O'RATIGAN, B.A., Royal University of Ireland, has been appointed Acting Professor of History and Political Economy at Pachaiyappa's College, in the place of Mr. J. A. Douglas, resigned. Mr. O'Ratigan graduated with Honours in History, Political Economy, and Jurisprudence. He is also an Honours man and Double Exhibitioner in English, French, and Latin, and has been engaged for the past two years as Professor of English, in St. Xavier's College, Bombay.

THE Government of Mysore has sanctioned a grant of Rs. 55 a month in aid of a Students' Home for the Maharajah's College, Mysore, with effect from the beginning of the present year. The management of the Home will for the present be entrusted to the same Committee that has been appointed for the management of the Normal School Students' Home.

It has been resolved at a meeting of the Executive Committee that the third "Pachaiyappa Commemo-

ration Day" be celebrated on the 15th of April 1895. The old students are requested to send in their subscriptions to the Honorary Secretary, Mr. C. Gopaulakrishna Mudaliyar, B.A., of Pachaiyappa's College.

FROM a list of the successful candidates at the last Government Technical Examination in Free-hand Outline Drawing published in a recent issue of the *Fort St. George Gazette*, we are much pleased to find that for the first time in this Presidency a Brahmin lady has passed the Government Technical Examination, and has taken so high a place as 8th in the first class. Among the successful candidates, she is the only lady whose name occurs in the first class. The young lady was trained at the Presidency Training School for Mistresses, Egmore, and is a daughter of Mr. K. S. Rama Rau, B.A., Lecturer, Kumbakonam College.

In future all clerks in the Educational Department, appointed on salaries of Rs. 50 and upwards will be required to have passed an examination in the Madras Educational Rules and in the Grants-in-Aid Code.

HER EXCELLENCY LADY WENLOCK entertained about forty members of the Women Teachers' Association at a Garden Party at Guindy on Saturday the 9th February last. It may be added that Her Excellency is the Patron of the Association.

THE second visit of native ladies to the local Observatory arranged by the Hindu Social Reform Association, with the enlightened co-operation of Mrs. Arundel, Mrs. Brander, Inspector of Schools, and Mr. Michie Smith, the Government Astronomer, came off on the night of 14th of February last, and proved a remarkable success. There were present about sixty ladies, most of whom belonged to the native community. The necessary arrangements were made by Mr. Smith and his assistant Mr. K. Sivarama Iyer, M.A., assisted by Miss A. Shunmogam and Miss Rajagopal. The ladies were shown the stars and moon through the telescope. European ladies and gentlemen, like Mrs. Arundel, Mrs. Brander and Mr. Michie Smith, have laid the Hindu community under a heavy debt of gratitude by the deep sympathy they evince in the cause of the advancement of female education. The efforts of the Hindu Social Reform Association to elevate the thoughts of the women of this country above the daily round of domestic routine, deserve all praise, and will, we trust, be widely appreciated by the educated public.

Of the 48 candidates who had appeared for the Theoretical part of the L. T. Examination which took place last January, 34 were declared to have passed. The Teachers' College, Saidapet, sent up 22 and passed 20.

THE Director of Public Instruction has now ruled that the title "Associate of the Teachers' College" to be granted by Government to Licentiates in Teaching who have served with credit for at least ten

years as teachers in recognised Colleges or Schools, will not be bestowed on any one trained in the College prior to the date when it was reorganised on its present footing, namely, January, 1886.

THE Eurasian Special Education Committee has again this year been able to grant two fresh scholarships of Rs. 10 each per mensem, tenable for two years at the Doveton and St. Mary's Colleges, respectively, to enable indigent students of the community to prosecute their studies for the B. A. Degree.

AFTER constant agitation on the part of the Mahomedan Educational Board under the Presidentship of Hon'ble Mr. C. S. Crole, the Government of Madras has made an allotment of Rs. 25,000 this year towards the erection of a good building for the Madrassah-i-Azam at Triplicane, now located in rented buildings. The Director of Public Instruction has been requested to select a site for the new building.

WE are glad to be able to congratulate Mr. D. Hooper, Government Quinologist, the writer of the article on "The Study of Botany in India" in the February number of *The Educational Review*, on his having been elected a Fellow of the Linnean Society, London.

WE gladly take the opportunity of drawing attention to the interesting experiment now being made at Calicut, where the Government has just started a School of Commerce. 125 students, (the majority being employes in Public Offices and Mercantile Houses) have joined. The same student, in some cases, learns 2 or 3 subjects. Of the students, 8 have joined the Banking Classes, 75 the Commercial Correspondence Classes, 71 the Shorthand Classes, and 82 the Bookkeeping Classes. Mr. K. Subramania Iyer, B. A., L. T., the Head Master, has been well-known in Madras in connection with the Commercial School, Pachaiyappa's College, and the Teachers' College, Saidapet. If energy and ability are a guarantee of success, Mr. K. Subramania Iyer ought to be thoroughly successful in this new departure of the Government.

At a meeting of the Krupabai Saththianadhan Fund Committee held at Government House on the 19th of last month, it was resolved, (1) that the subscriptions already promised, Rs. 5,666 be devoted to founding a Dufferin Fund Scholarship of the monthly value of Rs. 25, and that the Honorary Secretary of the Dufferin Fund be requested, in accordance with the promise which he authorised the Honorary Secretary to make at the Drawing Room meeting on 30th January last, to supplement the amount raised to such sum as will produce Rs. 25 per mensem when invested in Municipal or other Debentures as sanctioned by the Indian Trusts Act; (2) that the funds be handed over to the Trustees of the Dufferin Fund with the instruction that the Scholarship shall be tenable only by a native of India other than European or Eurasian who shall prosecute her studies at the Madras Medical College; (3) that the

Scholarship be entitled the "Krupabai Saththianadhan Scholarship;" and (4) that the subscription list be kept open and the question of founding a Gold Medal to be called the Krupabai Saththianadhan Medal lie over until it is ascertained whether funds will be available.

BOMBAY.

LORD HARRIS, in his capacity of the Chancellor of the University, presided at the Convocation held on the 12th February last in the hall of the University Library. In the course of a long farewell address, His Excellency, referring to the question of the compulsory study of the vernaculars, pointed out that since candidates for degrees studied with a view to gaining a livelihood, it would be better to encourage by material inducements a few to take up the study of the native languages rather than try and force, possibly unsuccessfully, the many to do so. Referring to the reduction of the Government grant to the University in recent years, from Rs. 20,000 to Rs. 5,000, and the consequent raising of the fees, he showed that this had not checked the number of candidates, a fact abundantly proved by published figures. The contribution from Provincial funds for educational purposes had risen during the last five years by nearly three lakhs. Lord Harris was glad that two-thirds of this increase had been absorbed by primary education, for it was highly important that primary education should spread widely among the agricultural population of the country. The Chancellor next turned his attention to the educational system of England, which takes a boy away from his own influences and plunges him for months together into a little world of other boys and young men, and puts him so to speak under the influence of the home-life of the institution. After dwelling for a while on the advantages of this system, Lord Harris expressed his opinion that it was worthy of imitation in this country, and that every possible means should be used to encourage it. Lord Harris also spoke on the immense importance of careful selection by students of their recreative reading; and exhorted his hearers, as representing the source whence educated native opinion flows, to endeavour to raise the standard of the Vernacular Press.

THE Senate of the Bombay University enjoys the privilege of electing two Councillors to represent it on the new Municipal Corporation. The last election was held on Friday the 8th ultimo in the Convocation Hall under the supervision of the Registrar of the University. Prof. O. V. Muller, M.A., and Mr. Manekshah Jehangirshah Taleyarkhan, B.A., LL.B., were declared to have been duly elected.

A RESOLUTION regarding an increased grant to the Bombay Municipal Corporation on account of primary schools managed by the Joint Schools Committee, Bombay, was issued on the 7th of last month. His Excellency in Council observes with satisfaction the efforts made by the Joint Schools Committee

to improve the state of primary education in the Bombay City. As these efforts have entailed a largely increased expenditure of Municipal funds since the Government contribution was fixed for the five years ending March 31st next, the Governor in Council is prepared to make a corresponding addition to the contract grant. The President of the Bombay Municipal Corporation should accordingly be informed that the contract grant will be raised from Rs. 25,000 to Rs. 36,666 (this is, inclusive of the Rs. 12,715 for the aided schools), a year from the 1st April, 1895, subject to the orders of the Government of India on the budget, and that Government trust the Committee will, with this addition to the funds at their disposal, be encouraged to still further improve the schools under their charge.

SIR JAMES FERGUSSON, late Governor of Bombay, who is now on tour through India, paid a visit to the Anjuman-i-Islam Madressa on the 6th February last. He was shown over the school by Mr. Badrudin Tyabjee, the President, and Mr. A. M. Dharamsi, the Joint Hon. Secretary of the Anjuman-i-Islam. He expressed himself highly pleased with the working of the school, and complimented the Anjuman on the success they have achieved in their efforts to promote education amongst the Mahomedans of the Bombay Presidency.

THE Annual examination of the girls of the Parsee Girls' Schools Association in the art of domestic cookery was held at the end of January last at Allbless Baug, Girgaum. There are now about a thousand girls on the roll of the four or five schools under the management of the Association, and of these about fifty pupils presented themselves for competition in domestic cookery. Small committees of ladies were formed to examine the several English, continental, and native dishes and award the prizes. The examination of the students in ambulant was a feature introduced newly this year. Some of the girls gave practical demonstrations in the art of resuscitating the drowned and in applying bandages to limbs in cases of accidents, and treating the wounds on the latest approved scientific methods. Miss Mary Frances Billington, in her *Woman in India*, speaking from personal knowledge, bestows high praise on the methods of instruction followed by the above schools.

THE General Secretary of the Deccan College Gymkhana has addressed to the last Governor of Bombay, in the name of the members of the Deccan College, a letter of thanks for the kindness which the College Gymkhana has received from him. Lord Harris has been the patron of the Gymkhana. Lord Harris has, throughout his regime, expressed and manifested a great interest in the general welfare of the College. The resident students of the College are particularly indebted to Lord Harris for many additions to their comforts; and the new block of quarters for fresh students which is now under construction will long keep His Excellency in the remembrance of the members of the College.

THE Government of Bombay has recently passed a resolution regarding the admission of the Fergusson College of the Deccan Education Society to the benefit of the Dakshina Fellowships. The present distribution provides six Fellowships of Rs. 60 each for each of the two Government Colleges, and three Fellowships of Rs. 50 each for each of the four aided institutions, viz., the Wilson, the St. Xavier's, the Gujarat, and the Sind Colleges. With the limited financial resources and with the satisfactory evidence that His Excellency in Council has received as to the eventual careers of a large proportion of Dakshina Fellows, he would not consider himself justified in making any greater change in the present scheme than is necessitated by the introduction to its benefits of another college. The funds to enable three Dakshina Fellowships to be allotted to the Fergusson College will be obtained by reducing the amount of the Fellowships at the Government Colleges from Rs. 60 to Rs. 50 each, thereby putting them on the same level as the Dakshina Fellowships at the aided Colleges. This plan results in a saving of Rs. 120; with this saving and with the addition of Rs. 30 which the Director of Public Instruction can provide from other sources, three Fellowships will be endowed at the Fergusson College.

BENGAL.

THE Calcutta University this year passed fifty-four candidates for the M. A. Degree. One of the number is a woman, Mrs. Nirmala Bala Shome, who passed in Mental and Moral Philosophy. Twenty-six of the number passed in English, and but two in Sanskrit. Physics had only one.

THE Elliott Prize for Scientific Research will be given at the Annual General Meeting of the Asiatic Society of Bengal in February 1896 to the author of the best original Essay giving the results of original investigation in Chemistry, composed during the present year. Any Native of Bengal or any Eurasian or domiciled European, residing in Bengal, may compete for the prize. The Essays must be sent to the President of the Asiatic Society before the beginning of next year. In adjudging the prize, preference will be given to researches leading to discoveries likely to develop the industrial resources of Bengal.

At the last Convocation of the Calcutta University, special arrangements had been made to improve the acoustic properties of the hall in which the Convocation was held. A screen of sheet iron in the shape of a paraboloid of revolution was erected behind the dais, which was removed to the further end of the hall. The speaker's mouth being put at the focus of the paraboloid, the waves of sound were reflected down the hall in parallel lines; and the Vice-Chancellor's address would have been heard by one and all present, had it not been for the noise and confusion that prevailed in the building.

The Sonomani Sanskrit prize has been awarded to Kokileswar Bhattacharya. The B. L. Gold Medal and the Ritchie prize have been gained by Jyotish Chandra Acharyya.

At the Matriculation Examination this year the number of candidates is 5,783, at the F. A. Examination 3,041, and at the B. A. Examination there are 950 in the A. Course and 477 in the B. Course. Last year the corresponding figures were 5,380 in the Entrance Examination, 2,360 in the F. A. Examination, 1,045 in the A. Course, and 384 in the B. Course of the Degree Examination.

The following text-books in Telugu have been prescribed for the Entrance Examination of 1897; in prose, the Panchatantra; in poetry, Selections published by the University of Madras for the Matriculation Examination of December 1893, pp. 13-36.

BABU PROVAS CHANDRA MITRA, of the Presidency College, Calcutta, has passed the recent M. A. Examination within six months of his taking the B. A. Degree.

The members of the Mirzapur Union have started a *Manuscript Journal*, which they call *Entre Nous* for the obvious reason that it is intended for circulation only among the members. Members, it is hoped, will utilize the excellent facilities afforded by the Library of the Union for writing original compositions for the *Entre Nous*. The idea, which is a highly praiseworthy one, was due to the Vice-President of the Union, who will take charge of the Journal from this month forwards. We wish the members of the Mirzapur Union all success in their efforts at self-improvement.

The first annual distribution of prizes to the girls of the Mahakali Pathshala, Calcutta, took place last month at the Senate House, under the presidency of the Hon'ble the Maharaja of Darbhanga. The starting of this institution is due to the wave of Hindu revival which has been passing over the land. The school is worked on purely Hindu principles. It imparts only Sanskrit and Bengalee education to its pupils, and it also instructs them in the elementary principles of morality according to the Hindu religion. The girls are also taught the highly useful subject of the culinary art. It is the aim of the institution to preserve the Hindu community and especially its women from the tide of demoralisation and denationalization which is supposed to be making so much havoc among the youth of this country. The Hindu lady who is at the head of the institution is a holy personage, and is widely known in Calcutta under the name of Mataji.

The *Englishman* describes the Calcutta Microscopical Society as "one of the most vigorous and admirable of our Amateur Associations in India," and adds:—"The fact that the Society has won the cordial support of the officials of the Indian Museum

is at once a proof of its practical utility and a guarantee of its steady advancement."

The thirty-first Annual Conversazione in connection with the Mahomedan Literary Society, Bengal, was held last month at the Calcutta Town Hall in the presence of a very large gathering of Calcutta Society, European and native. His Excellency the Viceroy and a party from Government House, His Honour the Lieutenant-Governor of Bengal and many prominent officials were present. The tables at which scientific displays were in progress attracted the largest amount of attention. This year's show was on the whole, quite up to the average of previous years, and the Conversazione was as usual a great success.

The following Notification appears in the *Calcutta Gazette*: The retirement of Mahamahopadhyaya Mahes Chandra Nyayaratna, C. I. E., from the Principalship of the Sanskrit College affords the Lieutenant-Governor a suitable opportunity for placing on record his appreciation of the services rendered by the Pundit during his long career as a Government officer, alike to Sanskrit learning and to the spread of education. While his general culture in the field of Sanskrit learning is exceptionally wide, his special reputation as a student of Nyaya stands high among the scholars of India and Europe. Since his first appointment as Officiating Principal of the Sanskrit College in 1877, he has steadily devoted himself to the encouragement of the study of Sanskrit in the indigenous *tois* of the country. The institution of the Sanskrit Title Examination, which has proved so popular and successful a measure, and the substantial rewards more recently offered to *tois* and their pupils throughout the Province, for proficiency in Sanskrit, as tested by examination, owe their origin to his direct initiative. Both these measures have appealed widely to popular sympathies, and have elicited large contributions from private liberality in their support. When he has been consulted upon measures affecting the public weal, the influence of the Pundit has been steadily ranged on the side of order and good government, while his sound and temperate judgment, his uprightness and loyalty, have lent weight to his counsels. The cordial good wishes of the Government of Bengal follow Mahamahopadhyaya Mahes Chandra Nyayaratna in his well-earned retirement.

AFTER a trial of twelve years of the Code of Regulations setting forth the rules which Local Governments and administrations in the Bengal Presidency were to observe in extending aid to schools for European and Eurasian children and the conditions to be complied with by the managers of such schools, the Government of India have convened a Committee at Calcutta to consider what amendments in the Code are necessary. The more important matters connected with the Code as requiring consideration by the Committee are the alleged unsuitability of the uniform course of studies prescribed by the Code; the need which the enquiries of the

CLARENDON PRESS SERIES, GERMAN CLASSICS, VOLS. XI. AND XII. "*Halm's Griseldis*" and "*Goethe's Dichtung und Wahrheit*" (the first four Books) by C. A. Buchheim, PH.D., F.C.P., Oxford, 1894.

Dr. Buchheim, Professor of the German Language and Literature in King's College, London, Examiner to the University of New Zealand, Fellow of the College of Professors, and of the Society of Arts, is an acknowledged authority in editing and annotating German Classics; and after Carlyle he has contributed largely to introduce Englishmen to the knowledge and study of German Classics. The two books before us are primarily intended for educational purposes, and their selection is most judicious. Vol. XI. devotes 55 pages to introductory matter and besides a biographical sketch of the Austrian Poet Fr. Halm, gives us the legend and literary treatment of the story of Griseldis, the beautiful, severely tried, obedient and patiently triumphant wife of Percival, the Marquis of Saluzzo in Piedmont, and closes with a critical analysis of the drama. The text in blank verse, and arguments extend to 629 pages, and contain 2,396 lines. The Notes cover 24 pages and are concise, clear and full. The Hindu student who is conversant with Kalidasa's *Sakuntala*, will find in *Griseldis* a congenial story full of pathetic incidents expressed in the most elegant and melodious language.

Goethe's Dichtung und Wahrheit in Vol. XII. contains but 4 out of 20 books, but treating as they do of his boyhood up to the poet's 14th year 1749-63, this part of his autobiography is most delightful reading for young people, though it was written when on the threshold of old age. In his Preface and Introduction Dr. Buchheim assigns the literary estimate of this famous prose work, and gives its history and general outline; and Goethe himself gives in a 'Vorwort' the *raison d'être* of his autobiography. The four books are comprised within 198 pages and the Notes and Index cover 117 pages more. The notes afford the most trusty and complete elucidation of the text which to a foreigner would in many places remain obscure and often unintelligible.

The German text in both volumes though issued by the same Clarendon Press and in the same year 1894 is printed in different German types, but Vol. XI. appears the more pleasing. It is, however, surprising that the books intended for English readers are not printed with Roman characters, since in Germany itself their use becomes more general, being more agreeable to the eyes and more economical in space.

A third book issued by the Clarendon Press is on "*Elementary German Prose Composition*" by E. S. Buchheim, the talented daughter of Professor Buchheim. The booklet is a real "*Multum in parvo*," and well deserved a new edition. Ollendorfs and similar translation exercises are wearisome in the extreme on account of their uninteresting and detached sentences which help the student little towards the attainment of facility in composition. The well-chosen passages from modern English authors, arranged by Miss Buchheim in progressive difficulty and amply supplied with explanatory notes and a complete vocabulary of all the words occurring in the text and with a grammatical Appendix, supply the student with all the help needed for a successful study of the subject.

Book-keeping, BY SIR R. G. C. HAMILTON and JOHN BALL, Oxford, Clarendon Press. 2s.

This new and enlarged edition of a well-known and excellent work, first published more than a quarter of a century ago, cannot but be welcome to all interested in the subject of book-keeping. It would certainly be superfluous and perhaps impertinent on our part to attempt to say anything about its merits here. The names of the authors and the publishers are a sufficient guarantee as to its value. We shall only say here that most of our merchants and professional book-keepers must already be very familiar with its contents since their youth; and that we are quite sure that for years to come it will probably be the very first book that all those who are anxious to learn the subject well and easily will be recommended to read.

1. *Aldersgate Atlas*. London, Relfe Brothers. 3s.
2. *School Geography and Atlas*, BY GEORGE CARTER, M.A., London, Relfe Brothers. 2s. 6d.

1. The *Aldersgate Atlas* is a very handy, accurate, cheap volume containing in all seventy-two beautifully coloured plates. The physical characteristics, the political divisions, the several important systems of railway, the famous naval highways, the environs of the most important cities, the leading centres of industry, &c., of the different parts of the globe are all illustrated by separate maps. There are a few plates at the beginning illustrative of the principles of astronomical geography, and the last four are intended for the use of the student of classical and scriptural history. A copious and closely printed index extending over 19 pages adds greatly to the usefulness of the book. On the whole we recommend this excellent Atlas with confidence to all students of geography.

2. This work gives an admirable and accurate summary of all important facts of general geography, neatly printed on alternate pages of the book. Facing the summaries there are 34 clear woodcuts of maps on

THE medical students of Punjab have sent in a request that they should get printed question papers at University Examinations. The authorities of the Punjab University will, no doubt, see their way to grant this very reasonable request.

We learn from the *Lahore Tribune* that there is no foundation for the statement that a Mussulman gentleman has been appointed Examiner of Sanskrit in the Entrance Examination of the Punjab University.

HYDERABAD.

THE ceremony of opening the Beomeethabai Shapoorjee Eduljee Chenai School for Parsee girls and boys, Secunderabad, was performed on February 13, before a large gathering of the ladies and gentlemen of the local Parsee community. The proceedings were opened with a thanksgiving ceremony being performed by the head priest, who afterwards delivered a homily on the advantages of charity, education, and knowledge, dwelling upon the various charitable acts of the Chenai family. Mr. Bomanji R. Boyce, Joint Secretary of the School Committee, then gave a short account of the aims and objects of the institution, and exhorted all parents and the community in general to give their hearty co-operation and support to the infant institution. The proceedings were brought to a close by a choir of children singing songs specially composed for the occasion.

BURMA.

AN Engineering school will be started in Rangoon in May next. For several years past attempts have been made to introduce natives of Burma into the Public Works Department. From 1881 to 1888, scholarships tenable at the Sibpur Engineering College, Bengal, were offered, but the number of officers thus obtained was very small, and there was never much competition for the scholarships, though the prospects offered were good. It is now proposed to benefit the province and the department by a scheme of local technical education for training Burman subordinates. The Government of India has resolved to reserve for the pupils of the proposed school two appointments annually in the Upper Subordinate class beginning from 1896.

FOREIGN.

WE regret to have to record the death of Professor John Stuart Blackie, the "Grand Old Man" of Scotland, a thorough-going educationist, if at times an eccentric one. He was born in 1809, the year that gave birth to so many celebrated men, some of whom are still living. His versatile genius and cosmopolitan tastes were the result, to some extent, of his training. Born at Glasgow, he was educated in turn at Edinburgh, Aberdeen, Göttingen, Berlin and Rome. We hope to be able to give fuller details of his life in our next issue.

MR. L. L. PRICE, Fellow of Oriel, and author of a valuable book on *Industrial Peace*, recently read a paper at a meeting of the Royal Statistical Society on "The Colleges of Oxford and Agricultural Depression." His estimates showed the loss of actual and prospective revenue to the Colleges between 1883 and 1893 at upwards of £80,000, or 30 per cent.

THE first annual meeting of the Association of Technical Institutions, England, was held on the 18th of January last. In the course of an address, the President, Mr. W. Mather, M.P., remarked that, so far as the pecuniary facilities conferred by the Technical Instruction Acts were concerned, local authorities had the means of annually bestowing on technical education in England and Wales (1) from grants under the Local Taxation Act, about £780,000; (2) from a penny rate levied on the total rateable value of the whole country, £661,500; (3) grants from the Department of Science and Art, about £355,000. The total amount available is thus, in round numbers, £1,800,000 per annum. To this must be added the voluntary aid given to technical schools and institutions. Among the resolutions adopted by the meeting was one for the appointment of a Sub-Committee to consider the best methods by which reform could be effected in the present system of examination in practical Chemistry adopted by the Department of Science and Art, and to confer with other Committees appointed with a similar object; and another to the effect that the result of examinations should not form the sole basis for the calculation of the grant-in-aid of science classes, but that there should also be a variable grant dependent on the report of the inspector on the equipment and arrangement of efficient instruction.

THE Technical Education Board of the London County Council will be prepared early in July, 1895, to award not more than five senior county scholarships of the annual value of £80 in addition to the payment of college fees, tenable for three years, and subject to annual renewal. The scholarships are intended to provide the means of obtaining advanced technical training in a university, university college, or technical institute of university rank for students (young men or women) who would otherwise find it impossible to secure such training. The scholarships are offered with the view of encouraging the study of science or art, with special reference to industrial requirements. In the selection of scholars the Board will have regard to the past achievements of the candidates; at the same time, the Board reserves to itself the right to re-examine any or all of the candidates to undergo an examination if it think fit. No candidate will be eligible whose parents have an annual income from all sources of more than £400.

IN the Organised Science Schools of the English Department of Science and Art, instruction is carried on methodically according to one or another of the courses laid down by the Department, or spe-

admitted that the wide diffusion of Technical Education will do much to make India a wealthy country. Although we agree with Mr. Crole that the Government has not broken ground in this direction, we think that Government itself will take the opposite view, viz., that it has broken ground, but with little result.

Mr. Crole shows conclusively that the Council itself is helpless to effect a reform among the thirty millions of the Madras Presidency, unless it is supported by Government and works in accordance with the Government policy. Mr. Crole, therefore, urges the necessity of the Government establishing an efficient and representative Museum containing specimens of raw and manufactured products and models of machines and appliances. He wishes the present School of Arts to be converted into a *bona fide* Industrial School. Laundry work, cooking, domestic economy, and needlework should be taught to poor Eurasian women. Pure handicrafts may be taught through the instrumentality of existing large firms in Madras, in connection with which subject Mr. Crole very properly laments the extinction of the once famous Madras high class furniture industry coupled with the name of Messrs. Deschamps and Co. The diffusion of Technical Education would put a stop to the wholesale exportation of raw material in the shape of hides, wool and cotton. Finally, Mr. Crole believes that the ryot must be taught enlightened methods of cultivation. The programme is by no means an ambitious one, and we trust that Government will see its way to give effect to this powerful appeal.

* * *

Research Degrees
for India.

In both France and England the Universities are taking means to induce students to take to original studies. The Uni-

versity of France will confer the degree of Doctor of Letters or of Science on those who produce a good thesis on some special subject of the candidate's own choice. Oxford has determined to encourage Post-Graduate Study by conferring the degrees of Bachelor of Letters and of Science on those who present a dissertation on their particular branch of research. Cambridge is working on the same lines. There can be no question that such means will do much to encourage original research among the graduates of those Universities. We wish that we could see our Indian Universities moving in the same direction. The degree of 'Doctor' is very rarely conferred in India even on men who have done good original work. The Madras University, we believe, has never conferred the degree at all. It leaves that honoured privilege to other and foreign Universities—as witness the degree of 'Doctor' which the University of Edinburgh is about to confer on Dr. Duncan, the Director of Public Instruction for the Madras Presidency. We take this opportunity to heartily congratulate that gentleman, and we trust he will see his way to inducing the local University to adopt the generous and enlightened policy of the Scotch University by searching for a few gentlemen—Native or otherwise—whom it might with propriety honour. The question at least might be discussed by the Senate, when it would appear what are the reasons which have induced the University to withhold this degree. What we wish for is some more systematic recognition of merit in graduates of our Indian Universities who are able and willing to prosecute their studies with advantage. There is so much research work lying to hand in India that it seems little less than criminal in our Universities to

all uncoloured and not overloaded with names. It is a reliable and trustworthy book on the subject excellently suited for purposes of intelligent cram. Chiefly owing to the clumsy way in which geography is taught, the subject has become a bugbear to most of our students. A judicious use of the book before us will, we are certain, go far to mitigate the evil. We would like to see this useful school book in the hands of every student of our high schools.

The Waterloo Reader, BY RICHARD BALCHIN.
Standard I. 8d; Standard II. 10d; Standard III.
London and Calcutta, W. H. ALLEN AND CO.

These books are intended for use in the Primary classes. They include a series of simple object lessons on the elementary facts of science. The lessons are accurate and pretty full. The child is enticed into learning in a very easy way a great deal of useful and interesting information. Standard I. treats of 'things in the streets,' 'things in our homes,' 'things in the fields,' 'things in the school,' and lastly, of 'every-day life.' Standard II. embraces life, 'things of every-day use,' 'properties of things,' and the weather and the seasons. Standard III. has for its themes such subjects as minerals, plants, animals, air, water, fire, sun, wind, &c. We have no hesitation in saying that the series is admirably suited for the purposes for which it is intended; but before the books can be used in Indian schools, they ought to be adapted to local needs and conditions.

The Problematic Arithmetic for the Seven Standards, BY REV. A. D. CAPEL, M. A., 1st Series, 7d; Second Series, 4d. London and Calcutta, W. H. ALLEN AND CO.

We are glad to bring these cheap penny series to the notice of our Primary and Middle School teachers and pupils. We have before us nine of these books. Each contains about 150 questions judiciously chosen and carefully graduated. Teachers of lower forms in our schools, who often feel the dearth of a sufficient number of varied problems as exercises for their pupils, will find in these just the kind of books they are so much in search of.

ACKNOWLEDGMENTS.

The Editor acknowledges with thanks the receipt of the following books.

MESSRS. MACMILLAN & CO. *Literary Readers 4 and 5*; *Burke's Speeches*, by F. G. Selby, M. A., Principal, Deccan College, Poona; *A First Step in Euclid*, by T. G. Bradshaw; *Elements of Metaphysics*, by Deussen, translated by C. M. Duff; *Physiology for Beginners*, by M. Foster, M. A., M. D., F. R. S.; and Lewis G. Shore, M. A., M. D.; *The Planet Earth*, by R. A. Gregory, F. R. A. S.; *Varied Occupations*, *Weaving*, by L. Walker.

MESSRS. ISBISTER & CO., *Tennyson*, by Stopford Brooke, M. A.; *Nineteenth Century Authors*; *The State*, by Woodrow Wilson, Ph. D., LL. D.; *History Topics*, by W. F. Allen, A. M.; *Political Economy*, by Gide.

MESSRS. NELSON & CO., *The Royal Crown Readers*, 1, 2, 3 and 4.

MADRAS MEMORIAL PRESS, *Physics Primer*, *Chemistry Primer*.

EDUCATIONAL INTELLIGENCE.

MADRAS.

A GENERAL meeting of the Victoria Students' Hostel Committee was held on the 16th of February last at the Senate House, with the Hon'ble Mr. H. W. Bliss, C. I. E., in the chair. From the report read by the Secretary with which the proceedings opened, we learn that the management of the above Hostel and the Raja Sir Ramaswami Mudaliar Hostel will be vested in a body of eleven members, composed of the Director of Public Instruction, *Ex-officio*, Chairman; the Hon'ble the Maharajah of Vizianagram and Raja Sir Savalai Ramaswami Mudaliar, Kt., C. I. E., Life Members; and one representative each of the Presidency College, the College of Engineering, the Medical College, the Law College, the Christian College, and the Pachaiyappa's College, one representative of the General Public and a Member of the Board of Revenue, all to be elected by the Syndicate of the University of Madras in such manner that as nearly as may be, half of the whole number shall be Europeans and half natives, and these to hold office for three years. The local Government has granted to the two Hostels sites well-suited for the purpose. The Victoria Students' Hostel will be situated in the Chepauk Park, adjoining the Presidency and the Civil Engineering Colleges. The site granted to the Ramaswami Mudaliar's Hostel is on the Esplanade, opposite to the Pachaiyappa's College. The Committee hopes to be in a position to lay the foundation of the Victoria Students' Hostel before the departure of His Excellency the Governor to the Hills this year.

The Presidency College Literary Society has organised the following course of popular lectures during the present College term. The first lecture was given last month by Dr. Thurston on 'Anthropometric methods as an aid to the study of Anthropology.' The other lectures, which will be delivered at intervals, are as follows:—'A neglected field of Natural History,' by Dr. J. R. Henderson; 'The Origin and Growth of the English Parliament,' by Prof. H. J. Allen; 'Greek Philosophy and Indian S. Sathianadhan; 'Europe in the thirteenth century,' by Prof. F. W. Kellett; 'Professor Seeley,' by Prof. J. H. Stone. The lectures will be delivered at the

Calcutta Pauperism Committee and sub-committees tended to establish for importing into the course more recognition of industrial training; the extension of the principle of making grants-in-aid on a system independent of the results of the examination of individual scholars; and the questions of the grant of teachers' certificates and the training of pupil teachers. The Committee, however, can make recommendations upon any other matter in regard to which they consider that the Code stands in need of revision. The Committee consists of the following gentlemen: President, Sir Alfred Croft, Director of Public Instruction, Bengal; Members, the Ven'ble the Archdeacon of Lucknow; Mr. W. N. Boufflower, Inspector of European Schools, N.-W. Provinces and Oudh; Mr. F. Haden Cape, Inspector of Schools, Punjab; Mr. H. A. Bamford, Inspector of European Schools, Bengal; Mr. R. Carter, Rector of St. Paul's School, Darjeeling; the Rev. Brother Fabian, Director of the Society of Christian Brothers; and Mr. E. Marsden, Inspector of Schools, Central Circle, Madras. It held its first meeting on Wednesday morning (Feb. 20th), at the Home Office, and sits daily for about three weeks.

At a meeting of the Vidyasagar Memorial Committee held on Saturday, February 23rd, at the Sanskrit College, it was resolved that a bust of the late pundit be placed in the Sanskrit College. Rs. 3,000 has been set apart for the purpose out of the subscriptions towards the memorial fund, and the Executive Committee has been authorised to give effect to the resolution without further delay. The balance of Rs. 5,000 will be invested in Government securities for the present. Further subscriptions are being collected, and the Committee will hereafter decide what other suitable memorial should be raised.

THE Vice-Chancellor of the Calcutta University, speaking at the last Convocation, made an attempt to vindicate the University from the charge which has of late been so frequently brought against it with reference to the astonishing disparity of the results of different years at the various university examinations. Sir Alfred Croft gave an elaborate description of the precautions taken by the University to secure uniformity of results from year to year. In spite of these elaborate precautions, as the Vice-Chancellor pointed out, the number of successful candidates at the Entrance Examination in 1894 fell from 3,722 to 2,269; and the percentage of success from 65 to 42. In the B. A. Degree Examination, again, the percentage of success rose from 25 to 35. It is needless here to point out that such violent fluctuations in the yearly results ought not to be permitted to occur. The Vice-Chancellor maintained that inequalities in the candidates themselves will tell on the results quite independently of the standard of examination. As against this view, it may be said, firstly, that such differences in the results are comparatively unknown elsewhere. Again, while several thousand candidates studying under hundreds of teachers are concerned, it is

impossible to suppose that variations can to any appreciable extent be accounted for by variations in the quality of the candidates and in the quality of the instruction they receive. It is difficult to see how any wide fluctuations could take place in the face of the elaborate methods of valuation of answers followed by the University for the purpose of securing uniform results. The only possible cause lies in the variation of the standard of examination from year to year. The whole question demands urgent and searching examination; and we trust that the authorities of the Calcutta University will do all that is possible to see the evil removed and to free the University from the reproach which has been cast upon it.

NORTH-WEST PROVINCES.

SIR CHARLES CROSTHWAITHE has given his patronage to a scheme which promises to be a success, namely, the founding of a school at Lucknow for the higher education of native ladies. A suitable building has been acquired and a Head-mistress appointed, besides which a lakh of rupees has been subscribed towards its maintenance. The Institution will, it is hoped, be ready for work by the end of the cold season.

At the Convocation of the Allahabad University held on the 6th instant, the Hon'ble Mr. H. Cadell, officiating Lieutenant-Governor, as Chancellor, delivered the address. After reviewing the chief incidents of the past academical year, the Chancellor took occasion to read the *alumni* a homily on the sense of responsibility for what they say, write and do.

THE Director of Public Instruction, N.-W. P., has instituted a criminal suit in the City Magistrate's Court, Lucknow, against a student and the duffry of the local Jubilee High School. The charge is that at the last Middle Class Examination the student managed, with the aid of the duffry, to change the cover of the copies of answers written by him with those of a class-fellow of his and thus came out successful in the examination. The crime was detected at the instance of one of the plucked boys by some teachers of the school. After a departmental enquiry the student and duffry were dismissed the institution, and now both have been criminally impeached. The case is proceeding.

PUNJAB.

SIR WILLIAM RATTIGAN has consented to be re-appointed to the Vice-Chancellorship of the University, on the understanding that he will be permitted to resign the office, when leaving for England, as he intends to do, at the beginning of the hot weather.

THERE are now 97 girls reading in the Jallunder Arya Girls' School. We are pleased to notice that particular attention is paid to the teaching of the science and art of cookery in the institution.

It is announced that there will be no educational Conference this year at Lahore.

do absolutely nothing to encourage its development. We have no endowed Fellowships to assist research; but we can have and certainly should have some feasible scheme of Post-Graduate Study, such as Mr. Kellett so ably pleaded for in the first number of this Review. Its cost would be next to nothing; its benefits so great that all that our Universities now do in providing a passport to the Public Service would seem as nothing.

* * *
The vacancy at Rugby School consequent on the appointment of the laymen as Headmasters in England. Headmaster, Dr. Percival, to the bishopric of Hereford, has re-opened the vexed but important question of the appointment of laymen as Headmasters in English Public Schools. Dr. Temple, Bishop of London, has himself to thank for the very justifiable attack which Mr. T. E. Page of the Charterhouse has made upon him and the unjust system which gives a monopoly of the Headmasterships of English Public Schools to clergymen. We endorse every word of Mr. Page's letter to the *London Times*. "So long as laymen, who form four-fifths of the scholastic profession, are unscrupulously blackballed at every important election, it is mere folly for governing bodies to expect a choice of good candidates. There are no such candidates to be had. Laymen will not come forward to be insulted, and the dozen or so clerical schoolmasters who possess marked ability are already in possession of preferment and awaiting bishoprics . . . Men are now appointed to Headmasterships who, if they had remained at the University, could not possibly have aspired to a college lectureship. That this should be so is a scandal to education, but it is men like the Bishop of London who are mainly respon-

sible. They know that teaching is not a mere appanage of the clerical profession, but they prefer to keep it so no matter at what cost of public detriment." These words, strong as they are, are not in the least too strong to express this 'scandal to education.' There are scores and scores of men now holding Headmasterships in England solely because they have taken Holy Orders, and who are mentally and in many other respects immeasurably below many of their assistants. Their salary exceeds by five or six times that of the latter—whom they have entirely at their mercy. Many of them, in spite of their being clergymen, take no part or interest in parochial work—but they are very particular to see that all the College Chapel services are regularly attended. We readily admit that it is an advantage to the school if the Headmaster is a clergyman of equal mental attainments with his assistants; for the Sunday sermon may be made an instrument of much good. But why should the lay Headmaster be debarred from preaching to his pupils on Sunday? Moreover, as Mr. Bosworth Smith, of Harrow, very truly remarks, "Since the Headmastership of Dr. Arnold, the Christian character of a school has been felt to depend at least as much upon the more subtle and permeating influence of the self-denying or saintly lives that may be brought to bear upon it as upon its strictly religious services." Some four years ago Mr. Gladstone evidenced the intellectual status of the clerical profession by pointing out the fact that the most conspicuous English public schools are ruled by clerical Headmasters. His reasoning was at fault. For it cannot be denied that many laymen are 'bribed' by the hope of scholastic preferment into taking "orders," and that many such are intellectually inferior to those of

their colleagues who prefer to block their own way to advancement rather than violate their conscience by seeking ordination. This appointment of Clergymen to Headmasterships is the result of a superstition of which the Governors of Schools and the parents of the pupils are the victims. Like every other superstition, it is hard of dying.

THE EURASIAN PROBLEM.

The Eurasian problem is ever recurring, but alas! it is no nearer solution now than it ever has been. It is not a question, however, that can be lightly dismissed: the poor Eurasian is too painfully evident in our midst in the larger towns of India. There is no European of right feeling whose soul is not moved at the awful degradation to which the poorer members of the Eurasian community—who might be a useful and thriving section of society—have sunk. Practically, they have no standard of comfort to keep them from sinking lower and lower in the social scale. They eke out a miserable existence on a pittance that makes living, according to European ideas, almost impossible. And the worst feature in the business is that many accept this condition of living with resignation and apathy. Yet it is a patent fact that the Eurasian is capable of better things. Many have risen to high positions of trust and may be ranked among the most respectable, intelligent and useful members of society. What then constitutes the vast difference between these two extreme sections of the Eurasian community? We answer, it is mainly one of education. The moral stamina, the standard of comfort and, therefore, the social well-being of the poorer Eurasian, may be improved by education. It is perfectly true that the

poorer Eurasian, in common with the lower classes in some other countries, is not alive to the benefits of a good education; has the lowest possible standard of comfort; marries recklessly on insufficient means, knowing full well that he and his children must therefore accept a still lower standard of comfort than that to which he himself has been accustomed; and that he has little desire of improving his position; and that he becomes lost to all sense of manliness and independence. We grant all this; but we insist at the same time that there is every hope that the diffusion—compulsory, if necessary—of the knowledge of a good General Education coupled with that of Technical Education, is a sound and safe way of ameliorating these sad conditions.

A fortunate concatenation of events has lately brought the subject once more before the public of the Madras Presidency. H. E. the Governor, H. E. the Commander-in-Chief, and Mr. Lee-Warner, the new Resident at Mysore, have all made public their views on the subject. But the matter must not be allowed to rest there. If the Government is sincerely anxious to grapple with this pressing question, it can best do so by turning its attention to the subject of Technical Education, and thus kill two birds with one stone and save its pocket accordingly. For to us there seems no doubt that the Eurasian problem is closely involved with that of Technical Education. Of course, in speaking of Technical Education, we assume that this naturally follows a sound general elementary education. Technical Education unless based on a sound foundation of general elementary education, is an impossibility. But we wish it to be distinctly understood that the salvation of the poorer Eurasian will, in our opinion, be achieved, not by a Literary, but by a

Technical Education. The curse of the poor Eurasian is not his surroundings, his lack of moral stamina, his low standard of comfort—it is emphatically his *half-education*. Given a good education, a man can, and repeatedly does, rise superior to his surroundings. And the Eurasian must be educated even against his will. Education, so far as he is concerned, must be made Compulsory, and therefore, if necessary, Free also. The most enlightened countries in the world have accepted this position with regard to the poorest people. We in India should accept it with regard to a class powerless to help itself. Compulsory education for all India is at present impossible. It is by no means impossible so far as the small class of Eurasians, to whom we refer, is concerned. General Education and Technical Education, too, may be made, as they should, to go hand-in-hand.

Fortunately there are proofs to hand to show that the poorer class of Eurasians is admirably fitted to benefit by a training in Technical Education. The late Mr. Hanna, who was a true friend of the Eurasian, has left it on record that Eurasians are better fitted than natives for certain handicrafts. As engine-drivers and mechanical engineers filling positions of great responsibility their superiority has been demonstrated by experience. And, what is decidedly in their favour, they can stand exposure to the climate almost as well, if not quite as well, as the natives of this country. The field of Technical Education, too, is theirs to a particular degree, for it is well known that they have little to fear from the competition of caste-natives. It is said that a false pride holds many of them back from seeking manual occupation. This may be so, but education may be trusted to make them see that manual

labour is at least as honourable as wearing out the pens and seats of a Government Office. The educated native has proved himself as capable a Government servant as the Eurasian has in his own capacity as a mechanic. Each belongs, or should belong, to a non-competing group.

The Government has done and is still doing much for the Mahomedan community in this question of Industrial Education. Let it now acknowledge the fact that the present means for giving Eurasians a similar education are altogether inadequate. We believe we are correct when we say that there exist in Madras itself only two institutions giving an industrial education to Eurasians—both of which are confined to orphans. We mean the Industrial School at Black Town and the Industrial School in connection with the Adyar Orphanage. But if motives of duty and benevolence will not move the Government, we will close this appeal by viewing the question from a pecuniary or economic point of view; and we will do so in the words of Professor Marshall, one of the greatest of living economists. The case refers to England, but the principle can be applied to India as well. "Government will find a direct pecuniary gain in doing what a private individual will not do, (*viz.*, assist in giving an improved education to his children.) A Government may make a good investment by spending money on education, and thus advancing the capital which the poor man has no means of borrowing at any tolerable rate of interest. About a tenth of the total income of the country (England) is paid to Government in Imperial and Local taxes; so that with the present rate of taxes Government will gain about a tenth of whatever increase in the national wealth comes from an improved system of education. And it is

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All contributions, books for Review, &c., should be addressed to the Editor, Mysore. Articles and communications intended for publication in the succeeding issue, should, as far as possible, reach the Editor not later than the 20th of the month. The Editor solicits contributions on all subjects of educational interest.

All remittances and communications regarding advertisements should be forwarded to the Publishers, EDUCATIONAL REVIEW Office, No. 4, Mount Road, Madras.

The Educational Review.

On Friday, the 29th ultimo, His Excellency

Lord Wenlock's Convocation Address.

Lord Wenlock, the Chancellor of the Madras University delivered his first and last Convocation Address. In our last issue we took the opportunity to say, in referring to this event, that Lord Wenlock was not likely to start novel ideas in connection with the problem of Education, or to make his Address more interesting and useful than those of many who had already addressed Convocation. The Address before us is proof that our forecast was correct. The Chancellor spoke on the subjects of Agriculture, Technical Education, Government Employment, Pri-

mary Education, Students and Politics, Female Education and Local Self-Government—but on no one subject have we received much enlightenment or inspiration. However, a certain value attaches to the Address for its indication and pronouncement of the attitude of Government towards the different subjects of the Address. On the whole, it indicates that Government is quite satisfied with its past efforts, and that if the different branches of Education in the Madras Presidency are as flourishing as Government itself would wish, the cause must be attributed to the people themselves. The responsibility rests with the people and not with the Government. A summary of the address would be as follows. Men, by education and enlightened views (*men, by the way, who are generally not men of means*) must take up the question of Agriculture and by improved methods of cultivation place their industry on a more satisfactory basis. The Government acknowledges the importance of Technical and Industrial Education, but "have reason to be satisfied with the growth so far of this movement." Higher Education is to be encouraged inasmuch as the supply is not more than equal to the demand of the Government service. Primary Education is to be forwarded

by those who are interested in the advance of education starting and equipping more primary schools. Female Education is to expect no more help from Government until a 'decided awakening' and 'a desire for further progress' appear among the people themselves. All this is but cold comfort. It is like telling an impotent and bed-ridden man to bestir himself and walk. Now, we know that the people of this country have an unfortunate way of looking to their superiors to take the initiative in many matters and to do much that it would be better the people should do for themselves. But the disease is one of very long standing, and many years must pass before the people will be able to act for themselves and fully appreciate what is best for their welfare. It is thus that institutions in this country need careful fostering and much support at present. For instance, that consummation—devoutly to be wished—to which Lord Wenlock alluded in reference to Female Education, is gradually being reached through the instrumentality of each Technician added to the fraction of those who have who have the benefits of Female Education. left it overreferring to the subject of Indian students fitted theolitics, Lord Wenlock made use of an As enginration of which we do not see the applying pity. The Chancellor was addressing University students who had just graduated, and said that much had been said lately of the part which schoolboys should take in political matters, and instanced the liability of some English schoolboys to be flogged for taking an active part in election contests. But the question in India is not in reference to school boys, but to *University students*. Hence the illustration is pointless, unless Lord Wenlock would maintain that University students should be liable to similar punishment for a similar offence.

The Honourable Mr. C. S. Crole, c. s., is to be congratulated on the very substantial success which has attended his efforts on behalf of the poor Mohammedan community of Madras. By dint of persistent hammering he has beaten the Government into a pliable condition, with the result that a large grant has been made by Government with the object of assisting Mohammedan industries in Madras. Evidently Mr. Crole firmly believes that nothing succeeds so well as success. For, as President of the Council of the Victoria Technical Institute, he has addressed a strikingly bold letter to Government on behalf of that institution. He has chosen his time well inasmuch as the Eurasian question is just now to the front, and the problem of finding a solution to the question will be a comparatively easy one, if the Government elects to support Technical Education in any way commensurate with its duty. But whether Government will allow itself to be forced to publicly declare its attitude towards Technical Education, in accordance with Mr. Crole's challenge, remains to be seen. There is no mistaking his meaning when he says: "The Council proposes to assume it as common ground that Technical Education is as much the special care of civilised Government as the Literary Education of the people. It will likewise, the Council supposes, be admitted that Government has not yet broken ground in this direction in Madras." Strong and pointed as these words are, we are almost inclined to go even further and say that under the peculiar circumstances of India at the present day, Technical Education is perhaps *more* the special care of the Government than the Literary Education of the people. In any case we think it will be

probable that this tenth would be sufficient to repay with interest any outlay that Government may make on that general and technical education, which is required, to enable Englishmen to hold their own in competition with those who have been taught in the admirable schools that are to be found in some foreign countries."

THE EDITOR.

THE TRAINING OF TEACHERS IN INDIA.

In former times stern controversy raged in England on the subject of the training of teachers. The partisans of the "good old school" maintained that training was unnecessary and even mischievous, that knowledge of a subject implied the ability to teach it, and that rule of thumb fashions of imparting instruction were all that were required. This view of the subject is now obsolete, and in the case of primary, and even secondary teachers, training is now insisted upon and can be generally obtained. Still in this respect England is even now far behind Germany, more especially in the attention paid to the matter by the older Universities. It is true that Cambridge and London have, by a scheme of examination, granted tardy and inadequate recognition to the demand for a certificate of teaching ability; but no definite scheme of instruction has as yet been formulated and the Universities are still far from possessing anything resembling a school of pedagogy. The London College of Preceptors has just started a College for the training of secondary teachers, but this is about the only organised effort which has been made to raise the professional status of teachers of this class. The elementary teachers have long been provided for by the

thoroughly efficient training colleges, aided by Government, which are to be found in various parts of the United Kingdom; and it is probable that the English elementary teachers are as a body unrivalled for their skill and devotion.

In India we have training colleges and schools in many places, and these provide training not only for primary teachers, but also for graduates who are taking up work in secondary schools. In the Madras Presidency alone, there are training colleges for male teachers at Rajahmundry and Saidapet, beside 54 training schools located in various parts of the Presidency. Altogether in 1894, 1,794 teachers presented themselves for the written examination in method. Of these, 755 passed completely, among whom were 529 trained men. At the examination for the Degree of Licentiate of Teaching, held by the University of Madras, 54 appeared, of whom 42 passed the written and 20 the practical examination. These results might seem to show that the state of training, in Madras at any rate, compares favourably with that in England. I am afraid, however, as far as my experience goes, that the reality is not so satisfactory. In the first place, the training schools in the districts are in many cases very poorly equipped, and the staff in almost every case leaves much to be desired. In the next place the practice too prevalent in India of paying most attention to the higher classes has very disastrous effects. Many of the teachers in primary schools have themselves passed only the primary examination. We may contrast this with England where all responsible teachers in elementary schools have passed a Government Examination about equal to the F. A., whilst some of them have received a University training. Nothing more dreary and repellent can be imagined than

of India.' They will be published in book form in London and in America by Messrs. Putnam. The first part of the work will treat of the teachers of India and their influence on India and in the West. This will be followed by an examination of the Buddhist books and their history, and by a survey of 'The Vedas as Literature.' Other chapters will deal with such subjects as the 'Life of Buddha,' 'The Buddha's Secret,' &c.

A RUSSIAN husband and wife have obtained the degree of Doctor of Philosophy at the Bern University. The examinations took place in two neighbouring rooms, the examining professors going backwards and forwards from one to the other.

THE Sultan of Turkey is reported to have been the means of establishing 50,000 schools throughout the Empire not only for boys, but for girls also.

The University Extension Movement is spreading in Belgium. The attendance during the Session of 1893-94 was 4,000. As the lecturers received only their travelling expenses, the fee was reduced to half a franc from a franc for a course of six lectures. The subjects were History, Sociology, Zoology, Hygiene, Law, Physiology Paleontology, and Agricultural Chemistry. A circulating library is being founded. Each lecturer will draw up a list of books useful to his students. These will be forwarded by the central committee to the local secretaries, who will lend them as required.

WHAT becomes of the girl graduate when she leaves the groves of Academe? Mrs. Sidgwick, the Principal of Newnham College, has been holding a census of the past students of the college. Of 667 of these ladies, known to be alive and in England, 106 have so far forgotten themselves as to go and marry, and 122 are living with their parents. No less than 374 are engaged in teaching; there are five lady-doctors, two missionaries, a book-binder and a market-gardener. On the whole, however, it seems that considerably more than half the women who go to the ladies' colleges at Cambridge intend to devote themselves to teaching others; which perhaps is as it should be.

FROM an interesting biographical account of Sir William Hunter which appeared in a recent issue of the *World*, we find that he has been long engaged on an elaborate History of India from the earliest times to the present day. The 'History of India,' which is to be in five volumes, is likely to do for the annals of the Indian Empire what the fourteen volumes of the *Imperial Gazetteer* have already done for its geography. It will take seven years more to finish the work; and Sir William Hunter's *magnum opus* will probably be one of the first great literary productions of the next century.

THE number of Indian students of law in London is now very considerable. At Lincoln's Inn there are four native Indians, at the Inner Temple another

four, at the Middle Temple eighteen, and at Gray's Inn two. The entrance examination is now becoming a little less of a sham than it has hitherto been, and the result is that a larger number of students are being plucked. Out of 111 students examined on the last occasion only 63 passed.

ON Saturday evening (January 26th), the Vice-Chancellor of the University of Oxford gave a dinner to celebrate the completion of the issue of the *Rulers of India* series, the last of the twenty-six volumes—that on "John Russell Colvin"—having been published that forenoon by the University Press, Oxford. Sir William Hunter, the projector and editor of the series, was the principal speaker. Sir W. Hunter proposes, with a view to bringing this admirable series more largely within the reach of the public, to issue the twenty-six volumes as an Oxford Popular History of India, at the rate of a shilling a volume. All the volumes are at present accompanied by the same map which, we fear, almost altogether fails to satisfy the needs of the historical student. In issuing a new edition of the series, we hope the publishers will take the opportunity to furnish each volume with a map meeting the special requirements of the subject it covers.

IN an analysis of the results of the last competition for the Indian Civil Service, a recent number of the *Oxford Magazine* points out that Oxford men have won half the number of available places. Most of the successful candidates had taken the usual classical course. In the list of the successful candidates appear the names of six natives of India (including two Mahomedans.) More than half of those who succeeded went in for the examination direct from the Universities; but a pupil of Mr. Wren's came out at the head of the list.

Messrs. MACMILLAN & Co. have recently brought out the fourth volume of the work entitled "English Prose," which is being edited by Mr. Henry Craik. The present volume contains selections from the great prose writers of the eighteenth century. The work, when completed, will consist of five volumes. It has introductions by various scholars, and a general introduction to each period.

MR. HENRY IRVING recently delivered at the Royal Institution, London, a lecture on Acting as an Art. He said he wished to put forward a formal claim to have acting classified in future officially among the fine arts. It was purely a technical claim, for the thing itself had long been done. The great majority of thinking and unthinking people accepted acting as one of the arts, and it was merely for a formal and official recognition of the fact that he asked. Mr. Irving proceeded to analyse the meaning of the word "art," in order to show that acting clearly came within the definition; pointed out its claims to rank with poetry, music, sculpture, and painting; and disputed the theory that the evanescent force of those claims.

ence towards the vernaculars naturally continued, or where he perceived his error, poverty and want of leisure were in his way for any correction. The Education Commission truly remarks that 'to one out of five hundred, it was a matter of indifference whether, when he went out into the world, he could at once earn his livelihood. With the rest, employment in some shape or other was a necessity; and that employment rarely left him leisure or inclination to carry on studies of which he had but come to the threshold. . . . A life of learned ease was almost unknown to the Indian student; his success must be a success of a practical character; his ambition waited upon his daily wants.' The native graduate has thus not been able to put his hand to the plough to any considerable extent in the field of vernacular literature, and the causes are to be traced to the defective character of his early training and to the want of leisure or means or incentive in after-life to correct himself. The struggle for subsistence or official advancement leaves him little time and inclination for other pursuits. Literary success requires an unusually long probation, and even as a profession authorship is notoriously unprofitable at present in India. The favourite fields of Government employment and the Law are sought after, where intellectual superiority has greater chances of securing the most coveted prizes. In proof of this statement we have simply to imagine what worldly success would have attended the late Mr. K. T. Telang and the late Sir. T. Muthusawmy Iyer, if they had taken to vernacular authorship instead of to the legal profession. I am told that the late Professor Ranganadham Mudaliar found no adequate reward for his talents, although he lived a life

of learned ease and devoted his attention to literary pursuits.

Nor have the diminishing class of men who have had no English education and who are generally known as Pandits, Shastrys and Vidwans produced any literary works to their credit in recent years. Their education has mostly cultivated their memory at the expense of the growth of other faculties and has incapacitated them for original research and independence of thought. The few works that have been produced by them have been put aside as being mere imitations of classical works or as mere verbiage, and therefore not worth preserving. Before the advent of English education, however, a few superior minds occasionally shook off the defects of their education and appeared as expounders of new truths or writers of new books. These minds however are now attracted by the brighter prospects of English education, and it is becoming a rare sight to see a brilliant man in the ranks of the Pandits. The struggle for existence has touched these men also, and private encouragement has fallen off considerably of late years. There is no King Bhoja now who would reward the writer of a clever poem at the rate of a lakh of rupees per letter.

If we recognize, as we should do, the impracticability of spreading education among the masses through any other medium than that of the vernacular languages, the importance of improving the literature of those languages will appear in all its greatness. The difficulty of reaching the people through a difficult foreign language was perceived long ago, and the English language was upheld on the ground that those who came under its influence would be able to interpret Western ideas to their countrymen in their own tongue. This hope has not been unfulfilled, although it

the teaching which is given in the majority of our primary schools. I well remember one typical example. It was a geography lesson. The teacher sans map, sans model, sans globe, was introducing the pupils to their own country. He insisted on the unhappy little urchins repeating his words verbatim. Not a pronoun, not a preposition was to be omitted, and this went on for over half an hour. Yet this teacher held a *Lower Secondary trained teacher's certificate*. The result on the minds of the pupils of such a burlesque on educational methods may be imagined.

Nor are the teachers of collegiate grade much better. It is true that many of them can prate glibly of Spencer and Bain, of Sully and Fitch, of Froebel and Pestalozzi, but in too many cases they hope for salvation by faith and not by good works. As an examiner for the practical portion of the L. T. examination I have had facilities for forming an estimate of the capacity of the average graduate teacher, and I must confess that that estimate is a low one. He evinces very little practical power of dealing with classes and subjects, his lessons are stereotyped to a degree, the black-board is ignored or employed in a way which is worse than useless, and too often his methods are mere mannerisms copied from others. This may seem a very heavy indictment, but I am really not overstating the case.

One reason of this is to be found in the unsatisfactory state of primary education. With the cast-iron system which obtains in this country nearly every man begins his school career in the primary school, and it is there that his habits of thought and conceptions of educational work are first formed. The training of the teacher begins with the education of the boy. But even when he arrives at the special teachers' training school or college, he is

in too many cases wrongly handled. Speaking generally, far too little attention is paid to the practical training of the teacher as compared with his instruction in psychology or the theories of Messrs. X, Y & Z educational authorities. Not for a moment is the position to be supported that this knowledge of psychology and kindred subjects is valueless. On the contrary it is important and even essential. But the saying "This ought ye to have done and not to have left the other undone" applies with great force here. All the theory in the world cannot compensate for lack of practical skill. And here I would point out that the neglect of drawing in India has deprived the teacher of the full effect of his most valuable auxiliary—the black-board. Every teacher should be able to place a rough sketch on the board as he talks. How many teachers can illustrate the geography or history lesson by an extempore map growing under the eyes of the pupils?

Again too little care and skill is exhibited in the preparation of lessons. The lesson should be complete in itself, and so arranged as to be easily assimilated by the pupils with the least possible exertion of the verbal memory.

But this practical skill (many details of which I omit from considerations of space) can only be imparted by constant care and supervision in the practising school. The master entrusted with the supervision of those working in the practising school should be himself a thoroughly equipped and trained teacher, who is conversant with the best European methods, and who has the power of enforcing his will on the students in training. It is here that Indian training is too often lamentably deficient. There is in many of the training schools no one who is capable of leading or forcing those under training into

cially submitted to and approved by it. These schools represent a very important stage in the system of scientific education which Mr. Henry Acland is doing so much to improve. A number of new regulations, relating to these schools and calculated to greatly assist the development and better organisation of scientific education, have been recently issued and will come into force after the examinations next May. The most important feature of the new scheme is the substitution of payment on inspection in lieu of payment by results, for by far the larger part of the teaching in these schools. This change applies to 120 Science schools in Great Britain and Ireland, and has been rendered possible only by the appointment of a staff of Science and Art inspectors. Another remarkable feature is that reasonable freedom will be allowed to the teacher as to the nature of the course he follows provided that the instruction is sound, satisfactory in amount, and combined with proper practical work. The practical chemistry for the first year's course will include the setting up of apparatus—weighing and other chemical manipulations, the preparation of gases, the estimation of volume, and so on. Analysis will, in future, occupy but a secondary place in introductory courses. The mechanical test-tubing, which has till now formed the greater part of practical chemistry in Departmental schools, will thus give way to practical work of truly educational value. Provision is also made for a certain amount of literary instruction being given whilst the student is pursuing his science curriculum. An alternative programme suitable for women is formulated, and instruction in subjects specially adapted to them is required.

On January 22, Lord Rosebery, with whom were Mr. Acland and Mr. Bryce, received two deputations in turn; the one supporting, the other opposing, the scheme of the Gresham Commission and the establishment of a teaching University for London. The first deputation was introduced by Professor Huxley, who said they accepted the recommendations of the Gresham Commission, and asked the Government to grant a Statutory Commission to frame statutes in accordance with those recommendations and with power to make such modifications as might seem expedient. They were all of one mind in desiring the formation of one gigantic University in London by the voluntary co-operation of the various institutions for learning, teaching, and examining which independently co-existed in London, and also the appointment of a Statutory Commission as an instrument for effecting such an organisation. Several other members of the deputation having expressed similar views, Lord Rosebery said he was not at that moment able to make any definite announcement as to the intentions of the Government; but the Government attached great importance to the report of the Gresham Commission, and thought the present time offered a favourable opportunity for the appointment of a Statutory Commission. To the second deputation, the Prime Minister made it clear that the opinions of the Government point in

the direction of the appointment of a Statutory Commission, which would be able to receive full representations from any interests involved, and thereby be enabled to arrive at a scheme not unsatisfactory both to the present University and to the empire at large. At a subsequent meeting, also held on January 22, of Convocation of the University of London, the last of the bodies to which the Gresham Commissioners' scheme has been submitted, a resolution was passed by a considerable majority expressing its general approval of the proposals contained in the Report of the Royal Commission. The way therefore, is now open for the appointment of a Statutory Commission to give effect to the scheme.

The Council of the Senate at Cambridge have reported in favour of modifying the regulations under which Indian Colleges are at present affiliated. Henceforth, it is proposed to affiliate the universities directly, and not the subordinate colleges; and, at the same time, to require from individual students, who take advantage of the privileges of affiliation, that they shall have passed an examination in either Greek, Latin, Sanskrit, Arabic, or Persian.

At a meeting held on the 28th January at Toynbee Hall, London, for the purpose of promoting "the residence in industrial centres of men and women who are in touch with educated opinion," the Bishop of Rochester moved, and Sir John Gorst seconded, a resolution—which was carried—affirming the desirability of making an effort to promote the formation of University settlements throughout the country. Professor Jebb, M. P., moved, and the Archdeacon of Manchester seconded, a resolution to the effect that the heads of existing settlements be asked to take steps to attain this and by the formation of a Committee, or by other suitable means, and this was unanimously carried.

EDUCATIONAL NOTES.

MR. J. TAKAKUSU, a Japanese gentleman who recently took his degree at Oxford, is preparing, says the *Academy*, a complete translation of I-tsing's Description of India and the Malay Islands, written towards the end of the seventh century. I-tsing was a Chinese Buddhist priest and an able scholar. He started for India soon after the death of his famous predecessor, Hiuen Tshang. The Travels of Fa-Hien, the first of the Chinese pilgrims to India, extend from 399 to 414 A. D.; those of Hiuen Tshang from 629 to 645 A. D.; while I-tsing's Record covers a period of about twenty-five years, from A. D. 671—695. The general subject of I-tsing's Record is a minute description of monastic life and disciplinary rules, as he had himself observed in India. Mingled with this we have incidental information on geography, chronology, and sacred and secular literature.

PROF. RHYS DAVIDS has been giving in America a series of lectures on 'The Literature and Religion

there was a leap from 46 to 76 students. The Commissioner, however, suggests a reason for this, viz., the raising of the standard of initial qualification for admission into the public service. Unfortunately, the Rangoon College did not do much towards encouraging a still further increase in the number of students, for out of the nine candidates presented for the Calcutta B. A. Examination, not one passed. Schools, mostly private, increased from 4,672 to 4,830, accompanied by a corresponding increase in the total number of scholars. But these private institutions are evidently not very efficient. They are not recognised by the Department because they fail "to fulfil the very easy conditions of recognition." As a rule these institutions are monastic, and very few of the monks know anything about Arithmetic, one of the subjects compulsory for the pass necessary to secure a money grant. Some monks may know Arithmetic, but for religious reasons object to teach it."

As regards Secondary Education, the number of pupils increased by 149, although the High English Schools decreased by one. Of the 123 candidates who went up last year for the Entrance Examination of the Upper Secondary, only 43 passed, as against 68 out of 111 the year before. Mr. Pope, the Director of Public Instruction, attributes the failure to the want of uniformity in the test applied by the Calcutta University. "The same objection has been heard in Bengal itself with reference to other and more important of the University Examinations. Sir Alfred Croft this year, in his Convocation Address to the Calcutta University, made an elaborate defence and display of the methods adopted by the University to secure uniformity in the tests. This is everywhere a difficult object to gain and there are

very many more difficulties in the way of its attainment in India than in England. However, it is plain that Mr. Pope altogether objects to the Calcutta University being recognised in Burma. He regrets that a University for Burma has not been established and scores a point, we think, when he says "our system of education in the Primary and Lower Secondary stages does not find its natural complement in the Entrance Examination of any Indian University. Our Entrance, F. A., and B. A. Examinations should be modelled on totally different lines, which, while they in no way lower the standard of efficiency, will be better adapted to the educational system and serve to develop the peculiar needs of the province." This is a strong argument in favour of the establishment of a separate University for Burma, and is one which we should like to see set out in fuller detail.

The number of Primary Schools increased from 4,640 to 4,800, and the success of the pupils in the Upper and Lower Primary Examinations has correspondingly increased. This is very satisfactory when it is remembered that it is in this grade of education that the ignorance, prejudices and active hostility of the monks are mostly felt. The Pôngyis or Buddhist ecclesiastics have an idea that the intention of the Government is to undermine the national religion through the means of secular instruction. They accordingly object to teach arithmetic and geography, even in the few cases where the monks are capable of teaching those subjects. Cases of annoyance and wilful obstruction are not unknown where a more enlightened Pôngyi takes upon himself to teach such subjects. The Director specially notices Mandalay Town as being marked for this opposition on the part of the monks

the right way. The supervision is too often entrusted to one who is himself a product of faulty training or who has no proper experience at all, with the result that errors in method are perpetuated and men are turned out yearly, happy in the self-assurance that they are trained and certificated teachers, but at bottom ignorant of the very A B C of their craft. Of course this state of affairs is to some extent inevitable under present circumstances, but it is extremely desirable that it should be recognized as a truism that training cannot be imparted by the untrained, and that it is not sufficient to give an institution merely the name of training school to ensure that it shall do really useful work. The qualifications of all the staff of each training school should be jealously looked to, and, above all, drawing and black-board practice should occupy a considerable place in the curriculum of training institutions.

A. E. DUCHESNE.

ON THE IMPROVEMENT OF VERNACULAR LITERATURE.

The improvement of vernacular literature in India has been a standing subject for academical essays, and occasionally a few serious men here and there have made a few practical attempts to stimulate its growth. Apart from affording matter for newspaper editors, and forming a subject of enthusiastic talk among others for a few days, all such attempts have hitherto failed to produce any very useful results. The importance of the subject however must not be lost sight of; with the spread of elementary education among the masses the necessity of providing healthy books for popular reading will more and more manifest itself. It appears to me there-

fore that we could with profit investigate the real causes which are impeding the advancement of vernacular literature.

Government considers that in the matter 'private enterprise is everything, and it has not the funds to go into a publishing trade.' Private persons also think that they cannot invest their money in the publication of books unless they see a sure prospect of adequate return. 'Create a demand,' say they, 'for literary works written in the vernaculars and a supply will be forthcoming.' We may however meet this assertion by the counter-assertion—'Demand and supply are relative terms; produce a supply and a demand will arise.' The ordinary man of business however will not be satisfied with this answer, and will choose to employ his money and time in more remunerative concerns. The general public are not yet educated to that level where a spontaneous demand for good books can make authors independent of official support and private patronage. The position of affairs is well described by a Kanarese proverb which says, 'Lunacy is not cured before marriage and marriage cannot be effected before lunacy is cured.' No literary works can be profitably produced before there is a demand for them, and there can be no demand for them till people are made to acquire some literary taste. The situation is thus a somewhat paradoxical one, and the problem cannot be solved till supply to some extent creates the demand.

So far as a demand can be created by means of school education, the process must necessarily be a slow one. I have not got with me while I write these lines educational statistics relating to the whole of India; but for my purposes the figures relating to the Mysore province will equally suffice. Accord-

must be confessed that in the field of vernacular literature the English-educated natives have not shone to much advantage. The signs that we perceive around us, however, are encouraging. The establishment of the Punjab University which confers degrees for purely vernacular scholarship and the recognition by the Madras University of the vernacular languages for the highest Arts Degree may be expected to advance vernacular literature. In the Mysore State, through the exertions of Mr. H. J. Bhabha, M. A., the Education Secretary, three Vernacular examinations called respectively the Lower Secondary, the Upper Secondary and the Pandit's Examinations have been established. English is recognized as a medium of instruction only from the High School classes upwards, and no boy is allowed to commence the study of English till he has passed the second Vernacular Standard. The gradual spread of popular education, the establishment of the printing press, the extension of the railway and the post office may all be expected to produce the same beneficial results in India as they have in European countries.

The question therefore now is—recognizing as we do that through the medium of the Vernaculars only can instruction be imparted to the masses, and recognizing also the various impediments now found in the way of their development—are we to fold our hands and sit quiet till the time comes when authors will find in the public their paymasters, or can we by any means in our power help the early approach of that good time? The answer is clear. It is very much to be wished that each one of us should do what he can to release the vernacular literature from its present dependence on Government subsidies and private donations. In Madras, a Society called the

Diffusion of Knowledge Agency was lately started, and an excellent Tamil Magazine called the *Viveka Chintamani* is being published and circulated. In Baroda, under the patronage of His Highness the Guikowar many English books are being translated into the Mahratti and Guzeratti languages. In Rajahmundry the Hon'ble N. Subba Rao Pantulu Garu is editing a useful Telugu Magazine. In Mysore, a Kanarese educational Journal edited by the writer circulates among Schoolmasters. Individual or isolated efforts are no doubt being made in various places. It may also be that individual publications may find occasional favour at the hands of the public; a shrewd man of business like the American clock-seller with a knowledge of "*soft sawder* and *human natur*" may push on the sale of his wares. Such successes however are confined to narrow spheres and cannot be expected to create a desire for knowledge in all people.

It appears to me that greater success can be achieved if our efforts are all concentrated instead of being isolated as at present, and with this view we want an organization which commands both respect as well as influence. Instead of starting a new organization, we have the National Indian Association ready to hand; it commands both respect and influence and deserves larger support at our hands than we have accorded to it hitherto. I am sure Miss Manning and others interested in the growth of the Association would gladly welcome any proposals that may be made for the systematic production and distribution of vernacular books. The various local Governments of India also would, if approached through an organization, feel greater assurance as to the stability of the movement and would more readily consent to help it with money-

grants. I sincerely wish that the various branches of the N. I. Association in India would devise a practical course to convey useful and interesting instruction to the people by means of new works in their own languages. We may be hopeful that if private bodies co-operate with Government, the formation of a taste among the people for general reading will be accelerated. In the early years however, special care should be taken in making a selection of the existing works for translation. It is natural that people should take greater interest in things which they know than in things unknown to them. If we ask them in the beginning to read a translation of Newton's Principia or Herbert Spencer's Psychology, we shall simply be creating in them a permanent distaste for all reading. What are wanted at present are good biographies, histories, novels, essays and such other books more than elaborate scientific treatises or abstruse philosophical works. The works published should as far as possible be adaptations or free translations written in simple language. The History of Sandford and Merton, for instance, will not commend itself much to vernacular readers if it is translated as it is at present; on the other hand, if it is adapted to native ideas and sentiments no book will be more eagerly read. These are, however, details which cannot be treated at length here; they will suggest themselves when the question is taken up for practical discussion. My object at present is only to impress upon the minds of my educated countrymen the necessity of co-operating with the National Indian Association or of starting a separate organization of their own for the production and distribution of good translations of original works in the vernacular languages. The new ideas which have come

in with the advent of the English regime in India should be familiarized to the minds of the people, and it is only then that we can feel assured of the progress of vernacular literature.

M. SHAMA RAO.

EDUCATION IN BURMA.

We always look forward with pleasure to reading each succeeding Report on Public Instruction in Burma. They are generally interesting reading as well as instructive, a combination of virtues which does not appear in most Reports. We are apt to forget, owing to the fact of the proximity and connection of Burma with India, that education in the former country is dealing with an entirely different race from any of the peoples of India. The Burmese seem to be as eager for modern education as are the Hindus. In particular, female education is rapidly developing, in spite of the fact that the monastic schools make no provision for teaching girls. Fortunately, in Burma, there is not such prejudice against the education of girls as there is in India. And what greatly helps the spread of female education in Burma is that the women are bright and intelligent and take a much more independent position in society than do their sisters in India. Sound education may do much to minimise or altogether remove some of the striking defects in the character of the Burman; but unless education effects a moral revolution in the happy-go-lucky Burman, certainly he will not benefit much by it, at least materially.

In the Report on Public Instruction for 1894, there is much cause for congratulation. University Education rapidly advanced so far as the number of students is concerned, for

IS HISTORY A SCIENCE?

A REPLY TO MR. HUNTER.

In criticising the assertion that "we cannot but regard History as a Science, more or less," Mr. Hunter has misunderstood our meaning and has written as if we maintained that "History is a Science, strictly so called;" whereas we qualified the statement by the words "more or less," and also compared it, at the conclusion of the article in the number of this *Review* for January to the Science of Meteorology which nobody will say is a perfect or exact science like Chemistry or Mathematics. In Meteorology, as in History, the facts represented do not repeat themselves so often and regularly, and consequently the relations arising from them are not so definite; it is this abstruseness and complexity of the Science that make it so difficult; nevertheless it is a science, for approximately true predictions have been made, and historical phenomena do repeat themselves—otherwise we could never guide ourselves into the Future, but should have to leave all to "Heroes" to do. Mr. Hunter uses a too narrow conception of Science, and argues all along as though there were no Science but exact Science, forgetting that "scientific provisions, both qualitative and quantitative, have various degrees of definiteness; and because among certain classes of phenomena the provisions are approximate only, it is not, therefore, to be said that there is no science of those phenomena; if there is some prevision, there is some science." Hence arises Mr. Hunter's exaggeration of the antithesis between History and Science, and his unfounded attribution to us of "prophesying" in History.

Indulging in historical "prophecies" or speculations is as useless as "Hypothetics—the

science of that which might have happened but did not." Mr. Hunter and we—Mr. Froude too—would all maintain that "there is no more unprofitable study than the investigation of the possibly predicable, which was never predicted." But this does not imply that we must not put two and two together and then infer that the sum will be four; that if a free people, whose ancestors extorted the Magna Charta from an unreliable king, are suddenly taxed without their consent and representation in Parliament, they will not submit to such an unconstitutional act; that if they enjoy perfect freedom to say and think as they like without infringing the same freedom of others, they will begin questioning the justice of a monopoly; that if cruel sports are encouraged among a people, their estimate of human life will be low and their conception of their Deity crude. "A people has sometimes become free, because it had first grown wealthy; or wealthy, because it had first become free. The creed and laws of a people act powerfully upon their economical condition; and this again, by its influence on their mental development and social relations, reacts upon their creed and laws." We might point out a hundred such tendencies or movements in human society and predict what is most likely to happen; we can do no more, for in the midst of such complicated phenomena as social man presents, we can but wisely follow Bishop Butler and say that "probability is the very guide of life." This much only can the "Science of History," or "History," do; and when it does so much it is doing just what any other Science does—only the degree of prevision which it exercises is less than in perfect.

Mr. Hunter rightly distinguishes

Edition of 1892, pp. 28—30.] "Again, if there be any conclusiveness in the foregoing arguments, such a faith is well-founded. As commonly supported by evidence drawn from history, it cannot be considered indisputable. The inference that as advancement has been hitherto the rule, it will be the rule henceforth, may be called a plausible speculation. But when it is shown that this advancement is due to the working of a universal law; and that in virtue of that law it must continue until the state we call perfection is reached, then the advent of such a state is removed out of the region of probability into that of certainty. If any one demurs to this let him point out the error. Here are the several steps of the argument. All imperfection is unfitness to the conditions of existence. This unfitness must consist either in having a faculty or faculties in excess; or in having a faculty or faculties deficient; or in both. A faculty in excess is one which the conditions of existence do not afford full exercise to; and a faculty that is deficient is one from which the conditions of existence demand more than it can perform. But it is an essential principle of life that a faculty to which circumstances do not allow full exercise diminishes; and that a faculty on which circumstances make excessive demands increases. And so long as this excess and this deficiency continue, there must continue decrease on the one hand, and growth on the other. Finally, all excess and all deficiency must disappear; that is, all imperfection must disappear. . . . Progress, therefore, is not an accident, but a necessity. Instead of civilization being artificial, it is a part of nature; all of a piece with the development of the embryo or the unfolding of a flower. The modifications mankind have undergone, and are still undergoing, result from a law

underlying the whole organic creation; and provided the human race continues, and the constitution of things remains the same, those modifications must end in completeness. As surely as the tree becomes bulky, when it stands alone, and slender if one of a group; as surely as the same creature assumes the different forms of cart-horse and race-horse, according as its habits demand strength or speed; as surely as a blacksmith's arm grows large, and the skin of a labourer's hand thick; as surely as the eye tends to become long-sighted in the sailor, and short-sighted in the student; as surely as the blind attain a more delicate sense of touch; as surely as a clerk acquires rapidity in writing and calculation; as surely as the musician learns to detect an error of a semitone amidst what seems to others a very babel of sounds; as surely as a passion grows by indulgence and diminishes when restrained; as surely as a disregarded conscience becomes inert, and one that is obeyed active; as surely as there is any efficacy in educational culture, or any meaning in such terms as habit, custom, practice; so surely must the human faculties be moulded into complete fitness for the social state; so surely must the things we call evil and immorality disappear; so surely must man become perfect." ["Social Statics," stereotyped Edn., 1868, p. 78 and following, and quoted by the author of "Supernatural Religion" in connection with the passage that we quoted from him.]

The reader must pardon our quoting these two long passages; they are necessary to show what is implied by *Evolution* or *Progress*. Evolution does not imply that there never were great and original men or that there will never be such men: all it does is to account for them to a great extent, and we need

ing to the Educational Report of 1891-92, there were 364,989 boys and 361,542 girls of school-going age in that Province, and of these only 91,904 boys or 25.18 per cent. and 11,645 girls or 3.22 per cent. were under instruction in schools, and the remaining children were still steeped in illiteracy. The Education Department is doing all it can to advance popular education, but its efforts are limited by the length of its purse and the character of its agency. A large number of the present vernacular masters are, it is well known, incapable of instilling into the minds of their pupils any genuine love for knowledge. It will be long therefore before any appreciable stimulus can be given to popular reading by means of school education alone.

It must also be admitted that no earnest effort has been made to study the popular taste. In private circles, whenever the talk has turned on the improvement of vernacular literature, it has more or less proceeded on the assumption that there was a very limited reading public and that no encouraging support could be expected from them. I must say that to some extent this assumption is only an excuse on the part of some for their not fulfilling the pledge which they took at the University Convocation of promoting the cause of education. On the part of a large majority, however, the assumption is a plea for their inability to give literary expression to their thoughts in the vernaculars. It is very much to be regretted that the expectations that were at one time formed of intelligent natives who had made a study of the English language communicating in some degree as the writers and translators of useful books to the native literature and to the minds of the native community that improved spirit which, it was hoped, they would them-

selves have imbibed from the influence of European ideas and sentiments, have not been realized to the extent they were entertained. In Southern India, no vernacular work that has appeared in these forty years can lay claim to immortality without challenge. Strange as my statement may appear, I believe that the absence of works of merit is to a considerable extent due to the eager and enthusiastic attention which the English language receives at the hands of its native devotees. Since the establishment of the Indian Universities, the best native intellects have been absorbed in the study of the English language, because it is an assured passport to material prosperity and worldly renown. The vernacular languages till lately were generally taught by persons whose knowledge of the languages which they taught was only equalled by the emolument which was granted to them. The vernacular hour was eagerly awaited by the students for working out mathematical problems or writing out exercises. It was even regarded as a time for relaxation and amusement, and the vernacular master was worried with inquisitive questions or mocked with pretended civilities and ridiculed with unmannerly jokes. The students firmly held to the dictum of Macaulay that 'a single shelf of a good European library was worth the whole native literature of India,' and learnt just enough of the Vernacular language to secure a pass in the examinations and acquire a contempt for its study in after-life. The secondary place which the vernacular language occupied in the school curriculum, the poor pay that was given to its teacher and his indifferent knowledge of the language, all went to lower the vernaculars in the estimation of the student. After he left the University and entered the world, his indiffer-

towards their more independent brethren. "Several of the monks who from the first have identified themselves with the State system have been subjected to serious persecution, and in some cases excommunication." In the Northern Division of Upper Burma he goes on to say, "The Pongyis are grossly ignorant and superstitious, and spend most of the dry season in travelling." The italics are ours. It is both remarkable and a pity that travelling does not have the same elevating influence on these Burmese monks as it does on most people. It is to be regretted too that education in Burmah has to meet with either the indifference or the passive hostility of the Township Officers. "Many of them are very busy men and seem to have no time; others are of a haughty type and consider education and Deputy Inspectors beneath their notice." No wonder the poor Deputy Inspectors "feel" such treatment!

The education of girls during 1894 went on apace. There were 25,352 girls under instruction as against 24,355 in the preceding year. The list of successful candidates from Burma in the F. A. Examination was headed by a girl.

The Director congratulates himself on the fact that the Burmese system of Normal training is a sound one. The same cannot be said of most Normal systems. In Burma the Normal students go through a three-years course in the Normal school. A full certificate, however, is not given until after two or three years' probationary work in the school to which the teacher has attached himself after leaving the Normal school. There is nothing very novel in this, for the same system has been in working in England for years. But it doubtless must sound novel to the Madras student in training. For he, alas! gets only

twelve months' training, of which some three or four months count as holidays. Moreover the probationary period is dispensed with. Both these facts point to very grave defects in the Madras system, and certainly Mr. Pope has reason to be proud of the Burmese system, if he has the Madras one in his mind.

We will take our leave of the Report of Public Instruction in Burma by expressing our surprise that Mr. Pope, who is usually so sound in his ideas, should complain that *Masters play in the football and cricket teams*. Mr. Pope says, "This is scarcely a fair test of what a school can do. School teams should consist of none but *bonâ fide* pupils of the school." Mr. Pope in the same paragraph himself supplies the answer to what seems to us, his astonishing objection. "Cricket, football, and athletic sports flourish. There is scarcely a school in which these are not popular." We should be inclined to say that the sports are popular *because the Masters do take part in them*. Surely Mr. Pope must know that many masters in England join in the games and matches of the boys and are generally very popular when they do so successfully. What does it matter about testing what a school can do, if only the games are popular? If masters play the Schoolmaster out of doors, or in any way monopolise the best and lion's share of the game, by all means dispense with their services in the field—but not otherwise.

We do not want "science" teaching of any kind introduced into elementary or, indeed, any schools unless it take the form of work done by the children themselves: in no other way can the end we have in view—that of training them to do, not merely to know—be achieved, and any other kind of teaching must be a pretence and but an encouragement of priggishness.—PROF. H. E. ARMSTRONG, F.R.S.

not be apprehensive that the element of reverence for the good and great of this world will disappear; just as Evolution or Darwinism does not undermine the belief and reverence for the Creator, but shows how wonderful is the system of the Universe—in spite of many perplexing and painful enigmas. A scientific theologian says, "The doctrine which has taken its [that is, that of Paley's method or the special creation theory] place, which to some extent and to a greater or less degree all intelligent persons have accepted, is the doctrine of evolution—the doctrine, viz., that species have been produced, not by distinct creative acts, but by transmutation and descent from one, or at any rate a comparatively few, primordial types." The "Literary" or "great-man-theory" of History must give place to the new or Scientific method of treatment, and we must hear more of moral, economical, industrial and social movements, and less of the doings of 'heroes,' like Henry VIII. or George III. unless it be in connection with the movements tending to Human progress, or as Biography—a study specialized and detached from History. Mr. Froude has done much in making History interesting and a subject of scientific treatment. One can hardly read a dozen pages from his works without being interested with the way in which he explains events and the actions of those who help in forming history. His clear and candid showing of the causes of the great Reformation is sufficient proof of his ability to rank as a historian; and the most that his critics could say against him is that if he had been less under the influence of Carlyle and more in sympathy with the scientific mode of seeing phenomena whether Economic, Social or Psychological, he would not have spoken of "the impossibility of form-

ing scientific calculations of what men will do before the fact, or scientific explanations of what they have done after the fact." "There [in history] the phenomena never repeat themselves. There we are dependent wholly on the record of things said to have happened once, but which never happen or can happen a second time. There no experiment is possible; we can watch for no recurring fact to test the worth of our conjectures." But Mr. Froude, as Mr. Herbert Spencer remarks, "must not be interpreted too literally" in such utterances, as he distinctly, in several other places of his masterly work, the "History of England," ascribes social phenomena to definite causes and laws. Here is a passage pointed out by Mr. Spencer: "In the condition of things which was now commencing.... neither this nor any other penal act against idleness could be practically enforced" (referring to the Vagrancy Act of 1547, which made a slave of any confirmed vagrant). Again, when writing of the enclosure of commons and the amalgamation of farms, he says: "Under the late reign these tendencies had, with great difficulty, been held partially in check, but on the death of Henry they acquired new force and activity." The above also is pointed out by Mr. Spencer, and the following: "unhappily, two causes [debased currency and an alteration of the farming system] were operating to produce the rise of prices;" "the miseries and horrors which are now destroying the Chinese Empire are the direct and organic results of the moral profligacy of its inhabitants." And the following which we have often noticed: "Opinions alter, manners change, creeds rise and fall, but the moral law is written on the tablets of eternity;" "Injustice and falsehood may be long-lived, but doomsday comes at last to them, in

French revolutions and other terrible ways."

HARRY M. MANLEY.

(To be continued.)

MR. STOPFORD BROOKE ON TENNYSON.*

Perhaps not many living critics are better qualified to write worthily of Lord Tennyson than is Mr. Stopford Brooke. His familiarity with the whole range of English poetry together with his intimate knowledge of the work of quite recent poets, and of the varied phases of modern thought and modern aspiration enable him to treat his subject comprehensively and with discrimination, to treat Tennyson as an artist in relation to the artists who have gone before him, and at the same time as a thinker and teacher in some sort partaking of, and in some sort standing aloof from the age which his poetry, partly, but only partly, reflects.

In fact Mr. Brooke has produced an admirable study of the great poet. It would, of course, be folly to contend that in this book the 'last word' has been said on Tennyson. It is the glory of literary criticism that in it there can be no such thing as any 'last word,' but Mr. Brooke has undoubtedly contributed very much towards a more critical understanding and appreciation of the poet the study of whose works has been to him a labour of love.

Although Mr. Brooke has many admirable things to say on the subject of Tennyson's art, on the character of his verse, on his interpretation of beauty as manifested in nature and in humanity, he is perhaps more

* Tennyson: His Art and Relation to Modern Life, by Stopford A. Brooke; London: Ishister and Company, 1894.

interested in examining and expounding the poet's teaching on matters religious, ethical, social and political. The greater part of his introductory chapter deals with Tennyson's relation to Christianity and to 'social politics,' and from the same point of view—more or less—he examines, in the succeeding chapters, the whole body of Tennyson's poetry, from his early volume of 1830 to his latest published work. The dramas, however, are neglected. This is perhaps a mistake, for although Tennyson's plays are his poorest achievements the fact that he devoted several years of his life to play-writing, and undoubtedly attempted to excel in that branch of poetry, entitles *Queen Mary*, *Harold*, *Becket*, and *The Cup* to some consideration in a book which professes to be a critical study of the poet's whole work. Mr. Brooke thinks otherwise. The plays are practically ignored. With the exception of a few very severe remarks on *The Promise of May* he barely alludes to them. As regards *The Promise of May* he is right. *The Promise of May*, from every point of view, is bad—as bad as the work of a man of genius can be.

As has been said, Mr. Brooke has many excellent things to say on the subject of Tennyson's 'Art,' both as regards its external characteristics, and its more spiritual qualities. His illustrations of Tennyson's landscape are especially suggestive. Particularly luminous is the contrast he draws between the landscape painted directly from nature, as in the purely English poems, and the 'invented' landscape of the Classical and Romantic poems. Not less instructive is his comparison of Tennyson's attitude towards Nature with that of Wordsworth, Shelley, Coleridge and other nineteenth century poets. This side of Tennyson Mr. Brooke has studied very thoroughly and closely, and his book is full of striking illus-

trations drawn from many sources. Amongst other things he finds that Tennyson never regarded Nature as *alive*; she was to him a dead thing, mere matter without a soul. Moreover he had no love for solitary Nature; Nature appeals to him only in her relation to human character and passion. She exists for man, never for herself. In this respect Tennyson differs widely from almost every other great poet of the century. This is Mr. Brooke's verdict, and a complete examination of Tennyson's work would probably confirm it.

The longer poems, *The Princess*, *In Memoriam*, *Maud*, and *The Idylls of the King* are treated separately and, if not exhaustively, at least with great fullness. Of these he says, and—though it is partly a matter of taste—on the whole says justly, that '*In Memoriam* is the most complete, most rounded to a polished sphere, of the poems of Tennyson; *The Idylls of the King* is the most ambitious; *Maud* is the loveliest, most rememberable; *The Princess* is the most delightful.' His analysis of *The Princess* and of the *Idylls* is particularly thorough. Although Mr. Brooke loves his poet with a love passing the love of critics, he is not blind to certain limitations, certain jarring notes that, in his opinion, lessen the value of the work whether viewed as Art or Prophecy. Thus he criticises with some severity Tennyson's belief, evinced in *Maud* and elsewhere, in the saving influence of war upon a nation steeped in commercialism and unmanned by material prosperity. In this matter Mr. Brooke perhaps overshoots the mark. As he himself insists, *Maud* is a dramatic monologue, and the ravings of the hero of the poem are not to be taken as Tennyson's matured convictions on this or any other matter. Nevertheless Tennyson did in some sort believe in war as a means of national regeneration, and there is much to

be said for this view. National character would be poor with the soldier's character left out, and it might be proved to the hilt from history that the peoples who have excelled in moral qualities have always been great and successful fighters. Nay, it would appear, if Mr. Ruskin is to be trusted, that qualities other than moral are fostered by war. Mr. Ruskin maintains, not without evidence, that no great art has ever flourished amongst peoples other than warlike. We may hope with Carlyle that in the future some substitute for war may be discovered, but there seems little prospect of such a consummation at present, and we shall have to wait long for the epic whose theme shall be no longer 'Arms and the Man' but 'Tools and the Man.' After all, what Tennyson believed seems to be little more than this. It is better for a people to stand together fearlessly united, though their end be death and destruction, than to grasp and haggle each man for himself though the end be the increase of corn and wine and oil. It was a noble contention and worthy of a poet.

In reviewing *The Princess* Mr. Brooke carefully analyses Tennyson's position in the matter of the great 'Woman's Question,' and concludes, that while the poet intellectually and theoretically confesses woman to be the equal and counterpart of man, he nevertheless systematically depicts her as inferior, inferior in thought and activity, inferior in passion. This is true, and the somewhat commonplace character of Tennyson's feeling on this point is one of the most serious limitations to the total value of his work. Because Tennyson did not realise to the full the highest possibilities of womanhood he shut himself off from one of the purest founts of poetic inspiration. Of course it is not 'Woman'

list' or 'chronicler' from a historian: we supplement the distinction and say further that a biographer need not be a historian; the former tells us the story of an individual, and in doing so he is often tempted to over-paint the picture and read ideas of his own so that the man becomes a 'hero,' and instead of the real Washington or Henry VIII, as he appeared to his contemporaries, we have a mythical Washington or Henry VIII. The historian tells us the story of a people or race, traces the early stages of its growth as a social organism—its improvement in intellect and morals, in commerce and trade, in language and law, in art and science, &c., and in its relations to other portions of Human society; finally, he tells us how the people came to be what they are and what they may most probably become in the future. This is a kind of biography, the biography of a people or section of Social Man, be it of Egypt, or Greece, or Rome, or China or Spain. It is History—Scientific and not Literary—because to be able to do this requires previous training in habits of scientific observation and in the curtailment of the pleasing and easy indulgence in "brilliant and ingenious writing" which "has been the bane of history." The true purport of History is the life of the human race, especially of that part of it which begins with man when civilised, for at this stage Progress or Evolution is distinctly traceable and is the line on which he moves into the Future. Though there have been retrogression and stagnation among peoples due to ascertainable causes, just as there are aberrations in the path or position of the heavenly bodies, there is not a people within historic times of which it could not be affirmed that its route has been from barbarism or semi-barbarism to a comparatively high civilisation.

To show how real and important the factor

of Evolution or Progress is—and not a mere hypothesis invented by some dreamy brain of the "Scientific Method as applied to History"—we venture to quote a passage from a distinguished scientific critic: "The survival only of the fittest is the stern decree of nature. The invariable action of law of itself eliminates the unfit. Progress is necessary to existence; extinction is the doom of retrogression. . . . Only in obedience to law is there life and safety. Knowledge of law is imperatively demanded by nature. Ignorance of it is a capital offence. If we ignore the law of gravitation we are dashed to pieces at the foot of a precipice, or are crushed by a falling rock; if we neglect sanitary law, we are destroyed by a pestilence; if we disregard chemical laws, we are poisoned by a vapour. There is not, in reality, a gradation of breach of law that is not followed by an equivalent gradation of punishment. Civilisation is nothing but the knowledge and observance of natural laws. The savage must learn these laws or be extinguished; the cultivated must observe them or die. The balance of moral and physical development cannot be deranged with impunity. In the spiritual as well as the physical sense only the fittest eventually can survive in the struggle for existence. There is in fact an absolute upward impulse to the whole human race supplied by the invariable operation of the law of nature acting upon the common instinct of self-preservation." ["Supernatural Religion," complete Edition, Vol. I, pp. 49—51.] Again, Mr. Herbert Spencer says: "All evil results from the non-adaptation of constitution to conditions. Does not a shrub dwindle in poor soil or become sickly when deprived of light, or die outright if removed to a cold climate? it is because

the harmony between its organization and its circumstances has been destroyed. Those experiences of the farm-yard and the menagerie which show that pain, disease and death are entailed upon animals by certain kinds of treatment may be similarly generalized. Every suffering incident to the human body, from a headache up to a fatal illness, from a burn or a sprain up to accidental loss of life, is similarly traceable to the having placed that body in a situation for which its powers did not fit it No matter what the special nature of the evil, it is invariably referable to the one generic cause—want of congruity between the faculties and their spheres of action. Equally true is it that evil perpetually tends to disappear. In virtue of an essential principle of life, this non-adaptation of an organism to its conditions is ever being rectified; and modification of one or both, continues until the adaptation is complete. Whatever possesses vitality, from the elementary cell up to man himself, inclusive, obeys this law. We see it illustrated in the acclimatization of plants, in the altered habits of domesticated animals, in the varying characteristics of our own race. Accustomed to the brief arctic summer, the Siberian herds and shrubs spring up, flower, and ripen their seeds, in the space of a few weeks. If exposed to the rigour of northern winters, animals of the temperate zone get thicker coats, and become white. The greyhound which, when first transported to the high plateaus of the Andes, fails in the chase from want of breadth, acquires, in the course of generations, a more efficient pair of lungs. Man exhibits the same adaptability. He alters in colour according to habitat—lives here upon rice, and there upon whale oil—gets larger digestive organs if he habitually eats innutritious food—acquires the power of long

fasting if his mode of life is irregular, and loses it when the supply of food is certain—attains acute vision, hearing, and scent, when his habits of life call for them, and gets these senses blunted when they are less needful. That such changes are towards fitness for surrounding circumstances no one can question. When he sees that the dweller in marshes lives in an atmosphere which is certain death to a stranger—when he sees that the Hindoo can lie down and sleep under a tropical sun, while his white master with closed blinds, and water sprinklings, and punkah, can hardly get a doze—when he sees that the Greenlanders and the Neapolitan subsist comfortably on their respective foods—blubber and macaroni, but would be made miserable by an interchange of them—when he sees that in other cases there is still this fitness to diet, to climate, and to modes of life, even the most sceptical must admit that some law of adaptation is at work. In the drunkard who needs an increasing quantity of spirits to intoxicate him, and in the opium eater who has to keep taking a larger dose to produce the usual effect, he may mark how the system gradually acquires power to resist what is noxious. Those who smoke, who take snuff, or who habitually use medicines, can furnish like illustrations. This universal law of physical modification, is the law of mental modification also. The multitudinous differences of capacity and disposition which have, in course of time, grown up between the Indian, African, Mongolian, and Caucasian races, and between the various subdivisions of them, must all be ascribed to the acquirement in each case of fitness for surrounding circumstances. Why all this divergence from the one original type? If adaptation of constitution to conditions is not the cause, what is the cause?" ["Social Statics, &c."

Rights' or any other question of practical or unpractical politics that is here considered. With these Poetry has little or nothing to do; but the question as to whether feminine character and feminine passion are as worthy subjects for Art treatment as the masculine. It is clear that Tennyson neither did nor perhaps could regard them so. Tennyson has given the world many portraits of women, most of them full of delicacy, daintiness and grace, some of them eminently pathetic, but, with the exception of the old mother in *Rizpah*, none of them nobly great. Pass from Tennyson's gallery of woman-portraiture to Shakespeare's and the difference will be felt at once. Not that the modern poet exactly, like his own curate, Edward Bull, 'pitched his pipe low,' but he pitched it far lower, not only than Shakespeare, but lower than some of his own contemporaries in verse, notably lower than Browning, and lower than Rossetti or William Morris. His stand-point was indeed poles away from the vulgar stand-point; he loathed the ugly iniquities of the marriage market—he could not have been poet else—he saw and represented much that is loveliest and of best report in womanhood, he intellectually acknowledged again and again that the woman was no more made for the man exclusively than the man for the woman; only he never quite succeeded in representing in Art the truths which his reason accepted.

There are other matters besides the 'Woman's Question' (the phrase, not a very pretty one, is Mr. Stopford Brooke's) in which Tennyson seems to strike a note that rings a little of conventionality. In some of the loveliest chambers of his Palace of Art we are sometimes vaguely conscious of an alien presence, a shadow that 'has no business to be there,' the

unlovely shadow of the respectably Common-place. It is a very curious phenomenon this; curious, as Mr. Brooke points out, that Tennyson, so passionately poetic in most things, should deliberately elect to approach so much of life from this wholly unpoetic side. Perhaps it was the practical common sense Anglo-Saxon disposition, the total absence of any imaginative Celtic blend, which Mr. Brooke maintains to be characteristic of Tennyson. The permanence of racial qualities is probably an insoluble problem, but it perpetually forces itself upon us. Of the modern poets, who are at least entirely free from any taint of Anglo-Saxon 'Philistinism,' Browning had foreign blood in his veins, Rossetti was three-quarters an Italian, and Mr. Morris hails from among the Welsh-folk.

As has been said, Mr. Brooke's criticism of the *Idylls of the King* is especially thorough. This poem, certainly the most popular of the late Laureate's work, is by some considered also the greatest and most successful. Mr. Brooke is not of this opinion. Although he does not say it in so many words, it is plain that he regards the *Idylls*, as a whole, as a comparative failure, however noble most of the separate parts may be. There is much to be said in support of this view. The *Idylls* contain some of the poet's most exquisite and most finished workmanship; what that means, Mr. Brooke knows and can speak of admirably; one or two of the separate poems are glorious things, most of all the last one, which Mr. Brooke belauds in language as just as it is enthusiastic. Nevertheless, 'we feel there is a hidden want somewhere. Mr. Stopford Brooke accounts for this by the intrusion of the Allegory upon the Romance. In fact he cannot away with the Allegory at all. If a poet must go about to make an allegory, he insists, the

poet should invent his own story, not thrust his allegorical meaning upon an old and well-loved story, that never bore such meaning and never can bear it. In the case of the *Idylls* the allegory itself seems to break down. The *Idylls* were written to show 'sense at war with soul,' and, so far as we can see, sense wins all along the line. To quote Mr. Brooke: 'It is not only the partial failure of purity of life which he represents in the *Idylls*, it is its complete overthrow. Every one, with the exception of Arthur, Sir Percival, his sister, and Sir Bors, becomes unchaste. . . . Every woman is unchaste and every man. Etarre is as immoral as Tristram, and both far more so than they are in the original tales. Rome in its decadence, France under the Regent, were not so wholly evil as Arthur's court.' This was not how Spenser and Bunyan wrote allegory. An allegory has no business to end in failure. In poetry other than allegorical, tragedy has its right and proper place, for the tragic failure may be, and should be, but superficial; the seeming loss is a spiritual gain. But an allegory should bear its meaning on the surface. Were Arthur a mere man, his failure would be pure, but not hopeless tragedy; but Arthur representing the Rational Soul should not have been overthrown by the flesh, if indeed his Round Table be 'an image of the mighty world.'

Such criticism might be answered by asserting that Arthur does not really fail. He 'passes but cannot die,' and the downfall of the Table Round only teaches the great truth of God 'fulfilling himself in many ways.'

Lest one good custom should corrupt the world. To which all we can say is, that it is a pity that the good custom should be shown busily corrupting the world almost before it had had time to establish itself; and that it is not

comforting to make the 'rational soul' at the very end confess a doubt as to the final issue—

'For all my mind is clouded with a doubt.'

It is on the whole clear that the Allegory in the *Idylls* was an artistic mistake, that the poem would be better, completer with all the metaphysics and didactic morality left out; but it may be questioned without irreverence, whether Tennyson could ever have treated the Arthurian legends in a sustained poem quite in the purely Romantic spirit. He was too modern in feeling, he was too profoundly interested in latter-day conditions, latter-day ethics, latter-day science and theology, to be able to forget them all for long together. William Morris opens his *Earthly Paradise* with the line,

Forget six counties overhung with smoke;
and he does valiantly forget them through,
one trembles to say, how many thousands of
lines. Tennyson could not do this, and it is
not to his dispraise that he could not. Tennyson, as Mr. Brooke insists, always regarded himself in some sort as a prophet, consecrated to do prophet's work; and however excellent pure Romantic poetry may be, it is not in the prophet's line. Hence, even had Tennyson willed it, he could not have done for Malory what Morris has done for the old Icelandic prose epic of the *Volsungs* and *Niblungs*. Tennyson after all could not help his Allegory. He was conscious—perhaps too conscious—of this prophetic mission, and it could never have sufficed him to dwell for very long in the land of Romance, to tell without some distinctly ethical purpose, the mere tale

of what poor souls did bear
In vain or not in vain.

In one point Mr. Brooke's criticism is, to say the least of it, questionable. Tennyson, according to Mr. Brooke, misled by Carlyle

made to English. A man is to study all languages and all literature except his own. Did we not know that Milton appreciated Shakespeare and that he consciously achieved immortality through the medium of English, we should be inclined to think that the only language worth studying and writing in was, according to Milton, in common with Bacon, the Latin language. Again, although it is usual and right to class Milton as a Realist, yet it will be seen from the above scheme that he did not recommend the study of actual things. The knowledge of things which, according to Milton, is essential, is to be obtained from books and books alone. How far was Milton from the spirit of Bacon and of that philosopher's disciple, Comenius! And the information obtained in this way was itself obsolete and worthless. Fancy a modern practical agriculturist learning the principles of farming from Cato and Varro! In this scheme, too, we notice that no provision is made for the education of children before the age of twelve, no reference is made to the education of women, and the scheme is such as cannot be applied to the mass of the people, as indeed Milton did not intend it should. The scheme generally is, for all practical purposes, useless; for it is entirely lacking in those details which are necessary for the proper understanding and carrying out of so ambitious a plan.

Wherein, then, consists Milton's claim to be considered an educational pioneer? His definition of "a complete and generous education" would alone justify that claim. It "fits a man to perform justly, skilfully, and magnanimously all the offices both private and public of Peace and War." Milton, too, faulty as he was as a practical educationist, knew fully the evils of Verbalism. "The end of learning is to repair the ruins of our first parents by regain-

ing to know God aright, and of that knowledge to love Him, to imitate Him, to be like Him, as we may the nearest by possessing our souls of true virtue, which being united to the heavenly grace of faith makes up the highest perfection. But because our understanding cannot in this body found itself but on sensible things, nor arrive so clearly to the knowledge of God and things invisible, as by orderly conning over the visible and inferior creature, the same method is necessarily to be followed in all discreet teaching. And seeing every nation affords not experience and tradition enough for all kind of training, therefore, we are chiefly taught the languages of those people who have at any time been most industrious after wisdom." His words on the futility of considering the acquirement of language as an end in itself are worth repeating and remembering even in these days—so far removed, as they are, from Milton. "Language is but the instrument conveying to us things useful to be known. And though a linguist should pride himself to have all the tongues that Babel cleft the world into, yet, if he have not studied the solid things in them as well as the words and lexicons, he were nothing so much to be esteemed a learned man as any yeoman or tradesman competently wise in his mother-dialect only." And lastly, Quick, in his "Educational Reformers" thinks that Milton's scheme is strong in this, that it co-ordinates physical, moral, mental and æsthetic training.

"Physical education is second in importance only to moral education. For on it depends the general health and vigour of the race—the general store of energy necessary to moral and intellectual activity. To train the intellect at the expense of bodily health is to kill the goose that lays the golden eggs."

FROM OUR UNIVERSITY CORRESPONDENT

CAMBRIDGE, March, 1895.

THE GREAT FROST.

Since I last wrote there has been but one subject of conversation, the great Frost, which bids fair to become historic. Everything has been suspended, except skating. A few enthusiasts, with their 'Schools' in the near future, may have stayed indoors to work, but those of us who have either done with schools or do not care what schools may do with us, have resigned ourselves with alacrity to the inevitable, and skated, with more or less skill, as long as we could. New rivalries have sprung up between the Universities; a chosen six of Cambridge journeyed to Oxford to race at Blenheim Park, and returned ignominiously beaten in every event: the game of bandy has been cultivated with some success, and the owners of the meadows by the river have realised large fortunes during the past month. The river Cam has been covered with ice from Grantchester to Ely; and hundreds of men have skated from Ditton to the Cathedral City, many of them stopping at 'Five Miles from Everywhere' to dry their clothes; for there were places where the ice was broken. After lasting long enough to cause a rumour that the Oxford men, for want of water, would have to go down; to settle the fate of the 'Trepid Races,' which were postponed *sine die*; to allow a coach and four to be driven on the Isis; and to compel the Cambridge Eight to suspend practice for three weeks, the inevitable thaw has come at last, and our thoughts can now be diverted to other topics.

PROFESSORSHIP OF HISTORY AT CAMBRIDGE.

Among these topics, first and foremost is the appointment of Lord Acton to succeed Sir John Seeley as Regius Professor of History at Cambridge. This appointment is what the sporting papers term 'sensational'; indeed, it came as a surprise to nearly every one in the University or in the country at large; perhaps not least to Lord

Acton himself. Nevertheless, it is beyond comparison the best and most popular choice that could have been made. The new Professor is well known as one of the very greatest scholars in Europe. His writings have been few, but they have been very influential. He is more than reported to have been behind Mr. Gladstone in writing those famous pamphlets on the Vatican Decrees; and his advocacy of Döllinger's views in that controversy is supposed to have been carried on not only under his own name but also in several able anonyms or pseudonymous works. Though, like Mr. Gladstone, an honorary Fellow of All Souls and a D. C. L. of Oxford, Lord Acton was never educated at any English University: but to have been Döllinger's pupil and associate at Munich is an honour for which many would exchange the highest distinctions of Oxford or Cambridge. The appointment of a Roman Catholic to succeed the author of *Eccle Homo* is an interesting event in itself; but when the Roman Catholic is such a man as Lord Acton, it becomes more than interesting; it is prophetic. It is well known that Mr. Gladstone has long been accustomed to refer to his friend for help in any obscure point of learning; and we hope and believe that the appointment will lead this great scholar to bestow some of his learning on the world at large. There has been some fear that his vast board of knowledge, like the wealth of the Duchess of Marlborough, might 'descend to heirs unknown'; we trust that now it may have more chance of being 'heaven-directed to the poor.'

I learn from the *Oxford Magazine* the very interesting fact that the first Roman Catholic Professor of History at Cambridge is a connection of the greatest of English historians. 'My grandmother's second husband,' says Gibbon, 'was a widower of the name of Acton; they united the children of their first nuptials. I am connected by a triple alliance with that ancient and loyal family of Shropshire Baronets. It consisted of seven brothers, all of gigantic stature, one of

whom, a pigmy of six feet two inches, confessed himself the last and least of the seven; adding that such men were not born since the Revolution.'

PROFESSOR RHYS.

University posts, like the Sultan's palaces, are only caravanserais; one occupant goes and another follows. But, for this time at any rate, the new occupants whom I have to name are fully worthy of their predecessors. I wrote last month of the death of Dr. Harper, Principal of Jesus College, Oxford. I now have to write of his successor, Professor Rhys, whose election I ventured to anticipate. He is one of the greatest Celtic scholars in Europe; but he is almost better known in Oxford as a convinced and uncompromising Radical and Home Ruler. He is perhaps the only Head of a College of this political persuasion. He is a striking example of a man who has raised himself from almost nothing to a high position: and every intermediate position which he has held he has filled with a consummate ability that guarantees his success in his new place. The election will be popular not only in the University but throughout Wales. The Welsh newspapers, indeed, had been discussing the chances of Professor Rhys with almost as much keenness as those of Mr. Asquith's Disestablishment Bill.

THE RUGBY HEADMASTERSHIP.

Many Educational places yet remain to be filled. Among these the chief are the Headmastership of Rugby, vacant by the appointment of Dr. Percival to the Bishopric of Hereford. There are as many likely candidates for the vacancy as there were for the Laureateship; but the electors cannot wait, like Lord Rosebery, for the 'only possible' man to be born and grow up. A splendid chance is here offered to the governing body to set a great precedent and upset a long tradition. If they were to elect Mr. Arthur Sidgwick, they would elect the man who has every qualification for the post but the quite unnecessary one of being a clergyman. But it would seem that

the day of laymen is not yet. It is curious that for eighty years no Cambridge man has been Headmaster of Rugby. This might act as a further disqualification of Mr. Sidgwick; but he has been so long in Oxford that we are apt to forget that he took his degree at Cambridge. I hear that there is every chance that Dr. James of Cheltenham may be offered the headship of Rugby. Some years ago Dr. James was offered Clifton; but such strong representations were made to him by his friends at Cheltenham that he remained at the school for which he has done so much. But the school of Arncold is another matter.

The frost has not kept out death from our midst. By a sad coincidence, while we were celebrating the appointment of Lord Acton as Professor of History, another of the same name was dying. Mr. Edward Hamilton Acton, of St. John's, one of the ablest botanists among the younger men of the University, died almost instantaneously in the arms of a friend on whom he was calling. He had shown no symptoms of ill-health, and was talking as usual only a few minutes before he died. He was only thirty-two years of age, and an appearance of exceptional strength had given his friends reason to hope a long and distinguished career for him. The *post-mortem* showed long-standing disease of the heart. At Oxford, New College has lost its Bursar, Mr. Alfred Robinson, a man of great ability and distinction, and widely and deservedly popular both with dons and with undergraduates. No College in Oxford had made greater strides of late years than New College. Both in the athletic and in the scholastic line, its achievements have been wonderful; and, speaking generally, it is now perhaps the first of Oxford Colleges. This advance on the part of a foundation once hardly more than an appanage of Winchester, is largely due to the long-continued and unselfish labour of Mr. Robinson. I knew him personally only as an exceptionally lucid and able lecturer; but I knew him indirectly through men of his College as a man of peculiar personal charm; and his loss will long be felt by many.

the son of a Polish merchant living in London, that Milton wrote his Tractate on Education under the title of "*Of Education. To Master Samuel Hartlib.*" It was published in 1644 and again in 1673. It is to this Tractate or letter, that we owe our knowledge of Milton's ideas on education. The little that is known of him as a practical teacher is told us by Edward Phillips, his nephew.

Milton, as an educational theorist, failed because he was no ordinary man and because he judged other men's capacity by the standard of his own unique intellect. It has been urged that because Milton, "the most notable Englishman who ever kept a school or published a schoolbook," was successful as a teacher, that he therefore proved the utility and practicability of his own theories. This by no means follows. It rather proves that there are men who rise above method, and that Milton, as a teacher, owes his success to his wonderful personality—just as Pestalozzi later on owed his success to his enthusiasm and not to the measure with which he applied his own methods. Mr. Browning in his "*Educational Theories*" has urged the practicability of Milton's theory of education on the ground that John Stuart Mill "had done at the age of thirteen nearly as much as Milton expected from his matured students." But to bring forward that infant and abnormal phenomenon, John Stuart Mill, only strengthens the contention that Milton's scheme of education is not such as can be applied to ordinary beings. Milton himself as much as admits this. The teacher who can successfully carry out Milton's scheme is not an ordinary mortal. "I believe," says Milton, "that this is not a bow for every man to shoot in, that counts himself a teacher; but will require sinews almost equal to those which Homer gave

Ulysses." Neither is it every pupil who could profit by the teaching of such a man supposing that such a man could be found.

Here is his scheme of education for a boy of from twelve to twenty-one years of age. The pupil is to commence with a study of Latin Grammar, followed by Greek. Accompanying this, as if by way of relaxation, come the rules of Arithmetic and the Elements of Geometry. Then follow authors in agriculture, such as Cato and Varro, who are to be read for their information. The Natural History treatises of Aristotle and Theophrastus, Vitruvius, Seneca's natural questions, Mela, Celsus, Pliny, or Solinus are to be read, and they will supply a knowledge of Astronomy and Geography. Then come in formidable array, Trigonometry, Fortification, Architecture, Engineering, Navigation, Natural History as far as Anatomy, and "some not tedious writer on the Institution of Physick." This accumulation of natural knowledge was to be followed by a study of ethical principles in the works of Plato, Xenophon, Cicero, and Plutarch. Next, the study of Politics and Law. Side by side with this programme, the pupil will acquire, evidently without effort or any set time, the Italian, Hebrew, Chaldee, and Syrian languages. The subject of Literature is next taken up—"Some choice comedies, Greek, Latin or Italian; some choice histories, Heroic poems, and Attic tragedies of stateliest and most regal argument." But time must be found for bodily exercise in the shape of wrestling, fencing, and horsemanship with a view to teaching the art of War. Music was to be listened to or practised in the—shall we say "lucid"—intervals of recreation.

Now, apart from the encyclopædic character of this programme, the scheme has many grave defects. In the first place, no reference is

tongue. In the 'History Special' the other day a fluent undergraduate, after spending some pages on the character of Charles I, went on to that of Charles II. in the following words: 'We now pass from the grim reality to the dread certainty.' Every Poll Examination shows similar treasures. It is satisfactory to notice that many of the examiners are fully awake, not only to the necessity of a good English style in the papers themselves, but to the fact that this style can only be attained by care and practice previously to the Examination.

The old old question of Pass versus Honours is with us again. Some have been proposing that the honourman alone should be allowed to take his M. A. Others have with some justice asserted that the difference between the Wooden Spoon in a Tripos and the first man in the general is not so great as to require any difference in the handle to a man's name. If the honourman feels that he is unjustly treated, he can always get an American Doctor's degree.

OUR LONDON LETTER.

LONDON, March 1895.

Since my last letter to you the London University question has advanced a stage. Convocation has given up its opposition to the Gresham scheme, the Government is favourable to it, and a Statutory Commission is to be appointed to transform the present institution into a Teaching and Examining University. Few persons will be sorry to see some check given to the 'cram shop' systems that have recently developed and flourished to such a degree. Some of them announce their 'successes' on huge posters à la 'Beecham's Pills' or 'Pears' Soap; they undertake to 'prepare' persons for this degree or that, just as Cooks or Gages undertake to conduct you through Egypt or Palestine; and to the man in the street it would seem as if it was simply a matter of choosing the title preferred and paying for a course of treatment accordingly. The best of

these establishments, however, has an excellent staff of tutors and has a tutorial branch for oral teaching; and does its work well. But after all the system is only cramming made perfect: it leads to the acquisition of a certain amount of knowledge but to little culture. The ideal of education is thereby debased. The time is ripe for reform.

The winter holiday course of lectures at Exeter is said to have been a success: 45 tickets being taken for the full course, other tickets for special lectures. Unfortunately full particulars have not been published.

In January and February various educational bodies met. I must refer to three of them. The Incorporated Association of Headmasters, now some three years old, and numbering a few good masters of Secondary schools—as distinguished from Primary on the one hand and the highest public schools on the other—met in the hall of the Grocers' Company. Their Annual Report shows that they have done much to systematise the examinations for scholarships from elementary schools. They have also given evidence before the Commission. At their meeting they discussed the new preliminary local examination of which I spoke in my last—the local Kindergarten it has been called—but when invited to express disapproval of it, by resolution divided equally for and against. A paper was read on the necessity of superannuating Headmasters and, I need not say, strongly approved. Seeing that the Pension scheme for Assistants is a failure through lack of funds, this action of the Headmasters seems both inconsistent and unduly self-regarding, though done 'in the best interests of education.' But what will your readers think of my next item? As an Englishman I am ashamed to record it. In three-fourths of our public endowed schools the headmaster appoints and dismisses all assistants 'at pleasure.' The result is that no man, however capable, however good his record, however long his experience, can acquire anything in the way of security of tenure. He is

generations of his pupils, all of whom were his friends.

It will be better to wait till next time before speaking at large on the prospects of 'Research' at Oxford. In the last Debate things went fairly smoothly. Mr. Wells of Wadham proposed that the time required should be one year; but this was rejected by ninety-one to twenty; the final minimum being fixed at two years. The cause of female education has not been perceptibly advanced; for women have been deliberately refused the consolations of the new degree, whatever the initials denoting it may be. They must console themselves by following the lead of Lady Florence Dixie, and playing Association football. But Oxford is not neglecting women altogether. A fund is being formed to make loans to the Association for the education of women, in order to aid poor students in passing their course of study. Some money has already been collected, and the interests of the fund are not likely to suffer in the capable hands of Mr. Arthur Sidgwick.

The air, meantime, is full of argon, and of the controversies arising out of the discovery. Professor Dewar and Mr. Pattison Muir are keeping up a very vigorous discussion in the columns of 'Nature,' as to which, being utterly unable to decide which is in the right, and seeing such great names on either side, I can only believe that both are in the right.

Oxford has long had her lively periodical the *Isis*, and the Cambridge *Granta* has now passed her eighth year of flourishing existence; but we have had to wait till now for a Dublin University Magazine. Judging from the first number, 'P. O. D.' ought to have a great future before it; it combines the liveliness of the *Granta* with the maturer merits of the *Oxford Magazine*. The letters of the Dublin correspondent to the Cambridge paper have long been one of its best features; we can only expect that the Dublin Magazine, which numbers Professor Tyrrell among its contributors, and can fall back if necessary on

this nameless 'Correspondent,' will be brilliant in the best sense of the word.

THE UNION DEBATES.

The Union Debates have pursued their accustomed way. No new talent has been unearthed. Just at present the Liberals in both Universities seem to have the advantage in speaking talent; but the Conservatives maintain their immemorial superiority in voting strength. The most interesting Debate of the past few weeks has been that on the Sporting Question. Mr. Hawke, President of the Anti-gambling League, has endeavoured to test the matter in the law-courts by summoning the stewards of the Jockey Club for permitting betting on their enclosures. The Magistrates, however, spoilt his case on the technical ground that there was no evidence that the betting went on with the sanction of the stewards. This subject has been arousing a good deal of public interest; and the Unions of both Universities have discussed the question. It is interesting to note the result. At Cambridge the action of the Anti-gambling League was approved by a fair majority; at Oxford it was condemned. This would show that the old distinction between the Cambridge and the Oxford undergraduate still exists, though externally no two young men could easily be found more alike. The similarity will probably go on increasing, for the omnipotent Railway has stepped in to diminish the distance and increase the intercourse between the two seats of learning. Every Thursday a train is run between Oxford and Cambridge in two hours, returning at a reasonable time in the evening—a vast improvement on the old tedious journey. Already day-visits between old school-friends and others are becoming common. The only thing that remains is that the train should become daily instead of weekly.

The question of training in English composition is assuming some importance. The passmen, not to speak of many honour men, often show a sad incapacity to write their mother-

adopted in politics the 'one man' theory, and the *Idylls* are partly intended to set forth this theory. Now the *Idylls*, though a moral allegory, have nothing to do with politics or political theory, and to call Carlyle's doctrine of Hero-Worship and Tennyson's insistence upon the necessity of 'loving the highest when we see it' a 'one man' theory, is to misrepresent the real meaning of these doctrines (they were never 'theories') altogether. Moreover when Mr. Brooke, with suppressed enjoyment, points to the breakdown of this theory in the history of Arthur and Arthur's court, and declares that Tennyson without meaning it, has given us 'a good democratic lesson,' his criticism is rather apt to recoil upon himself. Tennyson gives us no good democratic lesson; he supplies us with no shadow of argument that things would have gone better in Camelot had the blameless king gone down half way to meet Gawain, 'had he sacrificed his natural mastery,' as Mr. Brooke thinks he ought to have done, in order 'to develop into vividness' the individual character of that eminently worthless personage. The Round Table was dissolved because the many could not so much as see the highest, save at moments, till it was too late, and therefore could not love it or follow it. This is far from a democratic lesson.

It would be ungrateful to take leave of this delightful and admirable book in the language of controversy. Rather unfortunately in the foregoing remarks stress has been laid on the limitations and even faults which the critic sees, or thinks he sees, in Tennyson. But such criticism occupies but a minor portion of the volume. The critic has set a far different task before him. He regards Tennyson as a great artist, one who had not only the 'power of seeing beauty,'

but 'the power of shaping the beauty he saw, and in a way peculiarly his own.' To expound this, to illustrate and make it plain in poem after poem and by citing verse after verse, is the work Mr. Brooke has attempted and the work he has accomplished in masterly fashion. 'The permanence of the work of Tennyson,' he says, 'is secure. Few are his failures, many his successes; and I trust that this study of him will make men who love him love him more, and those who do not yet love him find that constant pleasure.' This is the highest function of criticism, and one that Mr. Brooke's Study is well calculated to perform.

MARK HUNTER.

EDUCATIONAL PIONEERS.

III.—Milton.

We have already intimated that Milton's claims to be considered as an educational pioneer do not carry the same weight as those of Comenius, Locke, Rousseau and Pestalozzi. But we offer no apology for including his name in our list of Educational Pioneers. For John Milton, impracticable as he is, had noble thoughts—expressed in noble language—on the subject of Education, such as were in advance of his own times and such as will stand the test of all time.

Of Milton's career as an educationist and teacher there are not many facts to notice. On his return from Italy in 1639, Milton became tutor to his sister's two sons, John and Edward Phillips. In 1643 Milton taught, in addition to his two nephews, the sons of gentlemen that were his intimate friends. His success was such that two years later he had to move into larger premises in London. It was for the benefit of a Mr. Samuel Hartlib,

the servant of the Headmaster, not of the school. Head Masters and Mistresses, on the other hand, hold their office under a governing body who are as a rule quite incompetent to judge of the efficiency of a school. Consequently, they have what is practically fixity of tenure, efficient or not, so long as things are not so bad as to attract public attention in a conspicuous way.

Well, these good men, so secure themselves, declared unanimously in favour of continuing the system of arbitrary dismissal *without right of appeal*. Well might one speaker describe it as un-English. These things, though done 'in the interests of education,' will not increase the influence of the society amongst fair-minded men. This same question of Tenure of Office was also discussed by the Association of Assistant Masters in Secondary Schools, now mustering more than 500 members, as well as by the similar Society of Assistant Mistresses. What is suggested as the simplest and most workable remedy is a right of appeal to the governing body, or, preferably to some independent body of experts. These views have been brought before the Commission now sitting. It is quite certain that until efficient teachers can be assured against arbitrary and capricious dismissal, there will be general feeling of insecurity which will be fatal to the best possible work.

A great step has just been taken in the domain of primary education by Inspectors being allowed to substitute surprise visits of inspection for the annual examination.

Mathematics is the bugbear of many students, male and female, but it seems difficult to understand why a subject which is so interesting and really so simple should present such special difficulties. My own impression is that in this department much depends on the method of the teacher, and that efficient mathematical teaching in all our schools would change the attitude of students towards this dreaded subject.—DR. MACKICHAN.

FEMALE EDUCATION IN GERMANY.

In spite of Schopenhauer's doubt whether woman belonged to the species of "mankind," and in spite of his sarcastic remark, that the creator had made a mistake in calling 'woman' into existence, womankind has made great progress in its intellectual development, and in the social position it enjoys now-a-days in Europe. Before Christ, woman had a joyless and troublesome life. We read in the Old Testament that she was treated like merchandise that could be bought or gained by exchange, and cast aside, if needed no more. Women were employed as artisans—farmers, cattle-breeders and—nurses. With the progress of culture, she rose in her position. In the phantastic time of antiquity women were raised to goddesses, whilst in reality, they were slaves. Amongst the Romans they enjoyed a better position, because family life was considered the true foundation of the State. There were good girls' schools in Rome; women and girls were allowed to visit the theatres. But the highest rank was given to woman by the old Germans, who worshipped her like a saint. She was the house physician—she educated her children, she accompanied her husband to war. And what is her position now in the fatherland? The English woman, who shows an independency of character that is absent from the German type, where true "Weiblichkeit" is predominating, will say: "She is a slave, a household drudge," forgetting that she voluntarily seeks and finds her happiness amongst her children and domestic surroundings. Whitman says: "Her education is more homely, and she makes an excellent wife and mother—no more dutiful and better woman can be found." And yet the higher education of girls (Die höhern "Mädchenschule") in Germany has not been regarded with the same interest as that of German boys. Whilst the Government took the education of boys in hand, the teaching of girls was still carried on in private schools. Prussia, which generally goes

"tableaux vivants" proved a great success. Two young girls go to town after the death of their mother, a widow, to seek for an engagement. A poacher, who meets them in the wood, warns them of the dangers they will encounter in town, and so robs them of their last hope. Tired of their long march, they fall asleep under a tree at the distant ring of the Christmas bells. Dreaming the trees of the wood appear to them in bright lustre and the Christmas angel stands before them, comforting them. The next morning Frau Hulde finds the maidens half-frozen, and with the help of her servants, she brings them back to life. They remain with her, helping her in all domestic affairs. In the course of time, Frau Hulde shows the two girls, Ruth as being the image of faithfulness, Gudrun and her companions the image of "misery," holy Elizabeth the image of mercy, Cinderella the image of patience, Werthers Lotte with her children the "angel of the house" and in the family of Tell, domestic happiness. In the seventh tableau, about 40 pupils of the school appear in their ordinary dress, armed with all sorts of kitchen utensils and begin a pretty dance. The last tableau pays homage to the President of the Lette-Verein-Frau Lette Schessler.

Excellent work does also the "Verein für das Wohl der aus der Schule entlassenen Jugend," and the following extract from a paper by one of the Berlin school inspectors on the domestic schools of 1893-94 may be of some interest. The first course of the Haushaltungs Unterricht at the 196th girls' school in Berlin began in October 1893 and was finished with an examination. About 30 girls of the first class at the age of thirteen had been instructed in the most important elements of a small household, theoretically as well as practically. The "Cassel" plan according to which the pupils are grouped in five divisions all equally employed in five different kitchens had been adopted. All pupils had attended the instructions punctually and without missing any lessons, and had distinguished themselves by an excellent behaviour and great

zeal. The girls had been taught the handling of kitchen utensils, the managing of the hearth, laying the table, proper behaviour at meals, simple book keeping, and the cooking of ordinary dishes. Also the cultivation of flowers had been taught. A collection of important seeds and their productions, a list showing the composition of important victuals had been at their disposal. The annual expenses had amounted to Rs. 415 (£20.15.0.)

The Empress of Germany visited the school-kitchen; also from England, France, and Sweden many visitors had called.

For 1894-95 an extension of this institution has been determined on so that of 4 schools 20 girls of each are to be instructed in the above-mentioned way.

From this it will be seen that Germany endeavours not to stand behind her neighbours, and that Germany's women will enjoy that position in social life which they can claim by right and reason, but all extremes, which are so characteristic of English and American life, will be carefully avoided. Woman must remain woman, and "das Ewig Weibliche," as Goethe calls it, must be always predominant in her, otherwise Schopenhauer may be right after all.

O. DELFS.

JAGERHOF, March 1895.

OUR BOMBAY LETTER.

BOMBAY, March 1895.

The election of Deans and Syndics in the different Faculties and of a Board of Accounts for the current academic year came off this month and was a very tame affair, except as regards the Faculty of Arts where there was a keen contest, not only for the Syndicships, but also for the office of Dean.

The Rev. Dr. D. Mackichan, M. A., Principal of Wilson College and Vice-Chancellor of the University in 1888 and 1889, was nominated for

re-election as Dean in Arts; but he had a somewhat formidable competitor in Dr. P. Peterson, M.A., Professor of Oriental Languages at Elphinstone College and Registrar of the University from June 1877 to December 1889. The election was by ballot and resulted in the return of Dr. Mackichan.

For the office of Syndic in Arts to represent the Physical and Experimental Sciences, the competition lay between the Rev. F. Dreckmann, S.J., Principal of St. Xavier's College, who has ably represented that branch of the Faculty for a number of years, and Dr. Moreshwar Gopal Deshmukh, B.Sc., B.A., who was a Syndic in the main Faculty for some months in 1893. The result of the election was in favour of Father Dreckmann.

For the three remaining seats in the same Faculty there were four candidates—Mr. J. T. Hathornthwaite, M.A., Principal of Elphinstone College, the Hon'ble Mr. R. M. Sayani, M.A., LL.B., Solicitor, High Court, the Hon'ble Mr. Justice M. G. Ranade, M.A., LL.B., C.L.E., and the Hon'ble Mr. Justice C. F. Farran, B.A. Of these, Principal Hathornthwaite obtained the highest number of votes and was *facile princeps*, and the Hon'ble Mr. Justice Farran was a good second, but there was a tie between Mr. Ranade and Mr. Sayani and the Dean (Dr. Mackichan) had the invidious task of deciding which of the two should be elected. The consideration that there should be a representative of Persian on the Syndicate seems to have weighed with that gentleman as he gave his casting-vote to Mr. Sayani, at present the only Mahomedan Fellow taking an active part in the affairs of the University.

In the Faculty of Medicine Brigade-Surgeon-Lieutenant-Colonel G. A. Maconachie was re-elected Dean and Surgeon-Captain C. H. Meyer and Dr. Bhalechandra Krishna Bhatvadekar were appointed Syndics.

In the Faculty of Civil Engineering, Mr. H. J. B. Havgrave, M.A., C.E., was appointed a Syndic as well as Dean and Mr. Walter Hughes, M.I.C.E., was elected a Syndic.

The Faculty of Law once more elected Mr. Justice Jardine as its Dean and appointed the Hon'ble Mr. Pherozeshah M. Mehta, M.A., C.L.E., and the Hon'ble Mr. Justice Candy as Syndics.

At a meeting of the Senate held on the 12th of this month Sir Jamsetjee Jejeebhoy, Bart., C.S.I., the Hon'ble Mr. Jhaverilal Umashankar Yajnik, and Mr. Harkisondas Narotamdas were re-elected members of the Board of Accounts.

At the same meeting of the Senate the recognition of the Avesta and Pehlvi languages hitherto confined to the M. A. Examination was extended to the Previous, Intermediate, and B. A. Examinations. It was, however, not extended to the Matriculation Examination, the contention being that a knowledge of Persian up to the Matriculation Standard is a *sine qua non* for those intending to take up Avesta and Pehlvi at the higher examinations.

Our new Governor H. E. The Right Hon'ble Lord Sandhurst, G.C.I.E., is going about the right way to make himself popular if indeed he cares for popularity. He is evidently a ruler who wants to see everything with his own eyes and since his arrival here he has not let the grass grow under his feet; but has been paying almost daily visits to one or other of the numerous public institutions of this great city.

Among the educational institutions His Excellency has honoured with a visit are Elphinstone College, Wilson College, the Victoria Jubilee Technical Institute and the Grant Medical College; and among those at which he has also performed the function of distributing prizes are the Byculla Education Society's Schools, the Mahim

Orphanage, the Sir Dinshaw Manockjee Petit Gymnasium, the Victoria Jubilee Technical Institute and the Gokaldas Tejpal High School. On his way to Mahabaleshwar on the 27th of this month His Excellency will open the new building for the Fergusson College at Poona.

Several other institutions have also had their speech days this month. The Hon'ble Mr. Justice Jardine presided at that of the Scottish Schools and the Rev. Dr. Mackichan, Principal of the Wilson College at that of the Alexandra Girls' School, where he delivered a very able address on Female Education. It is a noteworthy circumstance, and one of which Dr. Mackichan is justly proud, that all girl matriculates now join the College over which he presides and that at present there are no fewer than 11 girls in that College, which under Dr. Mackichan's sympathetic control has become the largest College in the Presidency. The prize-distribution at the Moolia Feroze Madressa was held under the presidency of Sir Jamsetjee Jejeebhoy, Bart., C.S.I., who also presided a few days later at the distribution of prizes to the successful pupils of the Sir J. J. Zend and Pehlvi Madressa. A pupil of this Madressa who has passed the M. A. Examination with Avesta and Pehlvi as his second language was awarded a gold medal of the value of Rs. 200. It is proposed to send this young man to Europe for further study with a travelling fellowship.

A meeting of the Senate is to be held on the 5th of next month when the question of changing the designation of the First Medical Degree (at present called the L. M. & S. degree) will come up for discussion. Dr. Maconachie, Principal of the Grant Medical College and Dean in Medicine, has given due notice of his intention to propose, as recommended by the Faculty of Medicine and the Syndicate that the following regulations be inserted under the head Medicine in place of those at present in force:—

BACHELOR OF MEDICINE AND SURGERY.

1. A candidate for the Degree of M.B., and B.Ch., shall pass the Previous Examination in Arts with Latin or an Oriental Classical language.

2. Candidates who have passed a corresponding Examination in Arts of an Indian University, or the Entrance Examination in Arts for a British or Irish Degree in Medicine, will be exempted from this examination.

3. The candidate must have been engaged in medical study for at least five years at a College or Institution recognised in Medicine.

4. The candidate will be required to pass four professional examinations hereinafter called:—

The First Examination in Medicine.

The Second Examination in Medicine.

The Third Examination in Medicine.

The Examination for the Degree of Bachelor of Medicine and Surgery.

No candidate who has passed for this Degree will be permitted to take his Degree until he has attained the age of twenty-one years.

It has been decided to hand over the whole of the Telang Memorial Fund amounting to about Rs. 30,000 to Government for the erection of additional residential quarters for the students of Elphinstone College. The new quarters will be known as the Telang Hall and it is expected that Government will contribute a like amount towards their erection.

The Boston supervisors, in their recent report to the Board of Educators, strongly advocate vertical writing. They make the following recommendations:—(1) That vertical penmanship be introduced at once into a certain number of schools designated for the purpose, and that it be permitted in all the schools. (2) That all pupils in writing face the desk so that a line joining the shoulders shall be parallel with the front edge of the desk. (3) That all paper used in teaching writing be ruled with a single line, as for ordinary correspondence. (4) That the use of pens and ink be required in the first class in primary schools, and permitted in the second class. (5) That in all schools the use of copy-books be gradually discontinued above the fourth class, and all written exercises be considered exercises in penmanship.

of the French and English have to be thoroughly studied.

In Arithmetic, the practical side will be considered, especially with regard to domestic affairs, and to saving and insurance institutions. The elements of Geometry and planimetry will follow.

In History, which will begin with the fifth form, native History will take the first place, but also the acquaintance with the most important events of ancient history, and of the history of the great Modern nations must be a thorough one. All political questions will be excluded.

Geography will make them acquainted with their own country, and that of other nations. The shape and movements of our planet, and the cause of days and seasons will be taught. They also shall acquire the necessary knowledge of the kingdoms of plants and animals. Classifications of botanical and zoological systems are not wanted. The system and life of the human body, combined with the science of health is taken up in the time-table. In Physice, the elementary knowledge of the most important physical and chemical processes and laws—especially those which refer to our domestic and social life, are to be considered. Also, international commerce and intercourse will be considered.

The second division of these regulations treats of the education of lady teachers and their examinations, which will be practically the same as before with the exception, that the result of these examinations in single subjects, will not be entered in the certificate, and only those ladies will be admitted, who have passed the 19th year of life. A second examination will not be wanted. The candidate for the Headmastership will have to pass in oral and paper examination, either in religion, German, French, English, or in History, Geography and Natural Science. The fees will amount to Rs. 30 (£1-10-0).

But not only these High Schools and their inmates are taken into consideration, also the

girls of the national schools, and those who are socially less fortunately placed in life, are to have a thorough practical education, which will enable them to become proper housewives, fit to make their homes a place of comfort for husband and children. Foriscan Lammers in Bremen who works on the principle that work is not only the means, but also the aim of life, strives for a further practical education for those girls who have gone through the ordinary course of school-life. In Posen attempts have been made to lodge girls with workmen families, where a good housewife will take charge of them. The Grand Duchess of Baden has arranged "Wander Kock-corse." A cook drives through the country with a transportable cooking hearth, stops with the Clergyman, Doctor or Schoolmaster, and gives cooking lessons for a small gratuity. The class lasts for four weeks, and is finished up with a good dinner and an enjoyable coffee party. But the prominent part play the so-called "Haushaltungsschulen" which have sprung up in several important towns of Germany, and which seem to be a great success. It is a sore point in our present social life, that parents, and especially those who can scarcely make both ends meet, are more anxious for their daughters to learn to play the piano or violin, than to learn the noble art of cooking and how to manage household affairs. It is human nature to imitate those who stand above us in good as well as in bad things, and as the upper class ladies begin to despise all that falls under the heading of "menial work," their sisters below follow suit. The "Lesse-Verein" in Berlin which was founded in 1886 and presided over by Fraulein Selma Poetz, has been regarded as a model of a "Haushaltungsschule," there are above 120 pupils, who work, study, eat and sleep in two large houses. They not only cook and wash, but their minds and character are thoroughly trained.

The Christmas performance of this Verein on the 16th December, consisting of a concert, and the Festspiel, "Frau Hulde" by Paul Risch, with

band, will naturally sever her connection with this country. She has identified herself with many movements in India, notably those of Female Education and Music. Mrs. Grigg has our sincere sympathy in a calamity which at once deprives her of a husband—and India of two of its best well-wishers and co-operators in the cause of education.

THE EDITOR.

Correspondence.

SIR,

The following subjects are prescribed for the M. A. Examination of 1897 in Branch V :—

1. Ancient History. The Roman Empire from Augustus to Constantine.
2. Mediæval History. Hildebrand and his Times.
3. Modern History. The French Revolution up to November 1799 A. D.
4. History of India. The Mahratta Power up to 1818 A. D.
5. Modern Socialism.
6. South Indian Architecture.

I shall be greatly obliged, if you or any of the readers of your valuable journal will kindly recommend to me suitable text-books for the above subjects.

G. KRISHNASWAMI, B. A.

PUDUCOTAH,
15th March 1895.

The number of private schools in the N.-W. Provinces and Oudh is fixed at 6,386. Most of these schools are elementary, and one-fourth of them are merely Koran schools. There are 68,803 scholars, of whom only 2,313 are girls. A noteworthy fact of the several colleges in the United Provinces is the boarding accommodation, attached to almost all such institutions. The progress, made by the Agra College where 340 boarders can be taken, is acknowledged by Government as a testimony to the public spirit and liberality of its supporters.

Reviews and Notices.

Kamala: a Story of Hindu Life, by MRS. S. SATTHIANADHAN, Madras, Srinivasa, Varadachari & Co.

Our first thought in reviewing 'Kamala' is not of the book itself but of the gifted authoress, who, alas! will give no more books to the world. It is difficult to overestimate the real loss which both India and England have sustained by the death of Mrs. Saththianadhan. She was one of the foremost of the small band of pioneer Indian women who have demonstrated the intellectual capacity of their sex in this country and their ability to take their place side by side with educated men. Mrs. Saththianadhan alone, as a product of higher education, is a sufficient answer to those who would oppose Female education in this country, and a sufficient encouragement to its supporters to persevere in a work which in the end must regenerate India. And to England her loss is no less to be regretted. For, by her two stories of *Sayana* and *Kamala*, she has revealed to her English sisters that inner hidden life of the Hindu woman and her home and surroundings which has so successfully defied all outside attempts to investigate and portray it. This knowledge must be obtained and made use of if Female education in India is to be developed as the best corrective for the failings of the Hindu home. It was Mrs. Saththianadhan who could give us this knowledge in a reliable and pleasant form—and from a point of view, viz., that of an Indian lady, different and more important from that of other writers. She died at the early age of thirty-two after having given promise of even better work in the future. Had she lived, English Literature would have been enriched by a complete series of stories descriptive of every stage and phase in the religious and social life of her countrywomen. Thus Mrs. Saththianadhan's death is a calamity both to India and England.

To many, too, her removal comes as a great personal loss. The memory of her slight fragile figure lighted up by flashes from her goodly store of enthusiasm and intelligence will linger for long with those who were privileged to know her personally.

The value of the Edition of *Kamala* under review is enhanced by an appreciative memoir of the authoress by Mrs. H. B. Grigg, a lady who knew

THE LATE MR. H. B. GRIGG, C. I. E.

It is with great regret that we have to record the death of Mr. H. B. Grigg, C. I. E., Resident at Travancore, and late Director of Public Instruction, Madras. The deceased gentleman fell a victim to Typhoid after a very short illness, and the sadness of the event is heightened by the fact that his wife had just left him for England, being a passenger on board the P. and O. S. S. "*Caledonia*." On the receipt of a telegram, Mrs. Grigg broke her journey at Suez and returned to India—too late, however, to be present at her husband's death-bed.

Mr. Henry Bidewell Grigg was an M. A. of Queen's College, Oxford, and entered the Indian Civil Service in 1864. He passed successfully through various offices in the service until 1880, which year saw him a Fellow of the Madras University and marked the commencement of his official connection with the department of Education as Director of Public Instruction. By education and temperament Mr. Grigg was well fitted for the responsible position of Director of Public Instruction. It has become the fashion to depreciate, nay even to deride, the services of the late Mr. Grigg on behalf of the cause of Education. It is true that his extraordinary interest in and fervour for Educational Reform did at times lead him to launch one scheme after another with remarkable rapidity from the resources of his active brain. But there are times when it is well to have a little superfluous enthusiasm and to be capable of infusing some of that enthusiasm into others. But this we will say without fear of contradiction that no more disinterested,

conscientious and hardworking officer ever occupied the chair of the Director of Public Instruction. And certainly the people of this country will never experience a Director more filled with noble aspirations, more enthusiastic in their cause than was the late Mr. Grigg. His term of office, extending more or less for over ten years, witnessed many momentous changes, much solid progress made, many new departures struck out, most of which are destined to leave an indelible mark on the history of education in the Madras Presidency. His was a record of which any man might be proud, for it included the establishment or the complete reorganization of such institutions as the Law College, the Teachers' College, the Engineering College, the College of Agriculture, Madras Field Games Association, and the School of Music. His Convocation Address in 1892 was typical of the man. It was an embodiment of noble aspirations couched in eloquent terms, none the less inspiring because some of them, were 'outside the range of practical politics.'

The door of his office was as ever open to his subordinates in the Department as his mind was to receive new ideas and new suggestions. Some will assert that therein lay his weakness. Be it so; no one, however, will deny that none but the most callous and apathetic in his calling ever left Mr. Grigg's presence without an accession of inspiration and an increased interest in a vocation which before all others demands enthusiasm as a primary condition of success.

But India, unfortunately is a loser not only in the person of Mr. Grigg, but also in that of Mrs. Grigg. For that talented lady, the life-long companion and colleague of her husband,

ahead, especially in matters of education, began to make alterations in the education of women, and issued in May 1894 the following regulations, which will be carried out in April 1895. The plan of instruction of 1886 did not prove to be successful, and was only introduced into the Higher Schools for girls in Berlin. But the endeavour of educational reformers, as well as the desire of women themselves for wider, more thorough, and at the same time more practical education, in order to vie with men in the struggle for existence, brought on a reform which seems to have all prospect of being successful.

All girls' schools which have nine 'Jahrescourse,' at least seven classes (forms) and which teach two modern languages are considered 'High Schools.' Formerly there were ten 'Jahrescourse' instead of nine, but finding, that the top form had only a small number of pupils, in comparison with the other forms, the 'tenth cursus' was considered superfluous; besides the nine years study exerted body and mind to such an extent, that the pupils needed recreation and relief. In place of the 'tenth cursus' a voluntary class is to be arranged for those girls, who wish to continue their studies, especially in history, literature, modern languages and science. But these classes are not to be considered 'Fachschulen' (school for a special branch), their aim is to give a thorough general 'education,' in opposition to the newly sprung up 'Mädchen-Gymnasium.' A salient point in these reforms is the equalisation of all masters, so that the 'Volksschullehrer,' who has passed his 'Mittelschuleexamen,' has now the same chance of becoming Headmaster at these schools as the University man, who before claimed this privilege only for himself, in spite of little or no experience. Only the fittest will be successful, and subsequently jealousy and discontent among the staff, will henceforth be stamped out. Also lady teachers will be employed more than before, to teach the upper forms. Each headmaster is to have a lady teacher to support him in his duties. This

last arrangement has met however with some disapproval from fear of a dangerous 'Dualism' in the government of the school, which might disturb the peace. Many think it better that the headmaster should have the sole control and the whole responsibility. As to the inspection of these schools, they will remain for the present under the same inspectors, who visit the national schools.

The number of pupils in each form must not go beyond forty, and for each is fixed at least 0.8 cubic metres of breathing space. For drawing, singing and gymnastics special rooms will be prepared. The first school year will amount to 18, the second to 20, the third to 22, the fourth to 28 and the following to 30 hours a week. After the second lesson in the morning there will be a break of a quarter of an hour—and ten minutes after two consecutive lessons. Home preparation must not occupy more than one hour for the lower forms, and must not exceed one hour and a half for the upper forms. Public examination will not take place.

As to subjects: In religion the learning of the fourth and fifth Hauptstück (from the catechism, treating the form of 'baptism' and 'holy communion,') will be dropped. About twenty hymns are to be learned. All religious teaching has to be carried on in a simple, clear and practical way, all dogmatism is to be avoided.

In German, Grammar is to be taught only with reading, and the works and lives of Lessing, Schiller, Goethe, Uhland, Klopstock and Herder are to be studied. A special book on literature will not be wanted. The German essay is to be simple and natural, free from all phrase work and unnatural enthusiasm.

No special Grammar will be taught with regard to modern languages.

A good pronunciation is essential. The pupil is to learn to understand an easy English and French author, to understand English and French conversationally, and must be able to express herself in these tongues. Also the life and customs

Mrs. Saththianadhan intimately and who did much to encourage her early efforts at writing. The memoir is valuable as the faithful record of a talented Indian lady, and as evidence of the extent to which English women can appreciate the virtues and merits of such a lady.

There is not much plot in *Kamala*. The story is a simple one of the trials and sorrows of a young Hindu wife. Our sympathy goes out towards the young girl who suffers untold wrongs at the hands of her husband's relations. If Mrs. Saththianadhan intended her heroine to be taken as the type of the ordinary Hindu wife, then her lot is indeed a sad one. Mrs. Saththianadhan came of a Brahmin family, and writes with the assurance of one who knows her facts and her own mind. What she says, therefore, cannot be lightly disposed of; nor have we seen any attempt made on the part of those who know whether these things are so, to disprove what Mrs. Saththianadhan has said. On the contrary, we understand that Hindu gentlemen have been so taken with *Kamala* that subscriptions have flown in from them to the Mrs. Saththianadhan Memorial Fund in a way altogether unexpected. Certainly, we prefer Mrs. Saththianadhan as a guide to Miss Billington, the English lady who, during her swift tour through India acquired—as was to be expected—many false notions regarding India and her women.

Into details of the story of *Kamala* we do not propose to enter. They must be already known to most of our readers. Suffice to say that Mrs. Saththianadhan displays the same wonderful mastery over the English language as she did in *Saguna*. Passage after passage might be quoted showing how observant, how eloquent, how rapt the writer could be on occasions. She is at her very best, and far above most writers, when she is describing the natural scenery of India, and shows an appreciation for the same which is not generally shown by the people of this country. No one who wishes to become acquainted with what an Indian lady can accomplish or who wishes to get a privileged insight into Hindu home-life will omit to purchase a copy of *Kamala*. The type and get-up of the book do credit to the publishers.

A Manual of Ethics, designed for the use of Students
BY JOHN S. MACKENZIE, M.A., Fellow of Trinity College, Cambridge; Examiner in Mental Philosophy in the University of Aberdeen. Second Edition. London; W. B. CLIVE, University Correspondence College Press. 6s. 6d.

It would be difficult to speak too highly of this book. Mr. Mackenzie's Manual is not only admirably adapted to the requirements of students of Moral Philosophy, and as an introduction to the works of the great writers on Ethics, but in itself will be found highly interesting and instructive by those who have neither time nor the

training to study Ethics as a branch of any system of philosophy, but to whose minds Ethical problems none the less present themselves and demand some sort of solution.

Mr. Mackenzie's design has been 'to give in brief compass, an outline of the most important principles of Ethical doctrine, so far as these can be understood without a knowledge of Metaphysics.' His stand-point is, as he says, 'that of the school of Idealism—i.e., the school founded by Kant and developed by Hegel, Green and others.' The student following Mr. Mackenzie is led along the lines followed by the author of the *Prolegomena to Ethics*, a line differing widely from that of Herbert Spencer's *Principles of Ethics* or from that of Dr. Sidgwick's *Methods of Ethics*. Nevertheless, although Mr. Mackenzie does not profess to expound the principles of the chief existing schools of Ethics, but on the whole confines himself to the school whose doctrines commend themselves to his own mind, the student of this book will pick up not a little of the principles of the other schools and of the foundations on which they are based.

Mr. Mackenzie's criticism of opposing schools is remarkably clear in spite of its necessary conciseness, and is at the same time fair and moderate. Perhaps in his chapter on *Happiness* where he deals with the Hedonism of Mill and Dr. Sidgwick his desire to be moderate rather weakens the force of his argument, and perhaps even the unmetaphysical reader would find the inconsistency of 'Universalistic Hedonism' seeking to avoid the charge of immorality by postulating different kinds of Pleasure, more clearly exposed in Green's *Prolegomena* and in Mr. F. H. Bradley's *Ethical studies*; and that although the language and train of thought in these books is extremely difficult, while that of Mr. Mackenzie's *Manual* is as simple as it is possible under the circumstances for it to be.

The arrangement and method of the *Manual* is all that can be desired and the style is clear and eminently readable. There is an excellent summary of contents at the beginning, and abundant reference is made throughout to passages bearing on the matter in hand in the standard available writers on Ethics.

Although the second part of the book, 'The Moral Life' is less important than the first, dealing rather with the application of Ethical theory than with Ethical theory itself, the 'general' reader will perhaps find it of the greater interest. The Chapters on *The Inner Life*, on *The Relation of Art to Ethics*, and *The Relation of Ethics to Religion* are especially suggestive and striking. One feature of the book is in our view, especially

Minima, concurrency and collinearity, centres of similitude, co-axial circles, the Tangencies, inversion, harmonic section, and poles and polars.

Definitions, Axioms and Postulates are introduced as they are needed; and certain Axioms and Postulates, tacitly assumed by Euclid, are inserted. This plan is preferable to that of leading the beginner's mind with a string of words, many of which will not be needed till he is far advanced in the subject and some not at all. (This is of course a bitter satire on the scheme of studies in which only the definitions and a few propositions of Euclid are prescribed for the second or third Forms of High schools.) The modifications of proof have been made solely for the sake of greater brevity, clearness and simplicity. Symbols and contractions of words are freely used. A clear and ready view of the steps of a demonstration are afforded by placing each step invariably in a separate line. Indeed throughout the book, crowding is studiously avoided. The diagrams which are clear and accurate form an attractive feature of the work.

A Text-Book of Algebra, BY W. S. ALDIS, M.A.
(Clarendon Press, Oxford.)

Mr. Aldis of the University College, Auckland, is well known as a great mathematician and the author of several works, some of which—the treatises on Optics and Solid Geometry—have run through more than two or three Editions. The very fact that his *Text-Book of Algebra* is published by the Clarendon Press is a guarantee of its worth. The paper and type are very attractive. There is not, within our knowledge, another mathematical book that will compare with it in this respect. But we fear that it will not, in India, supersede the *Algebras* of Todhunter and Hall and Knight. We miss in it that wealth of problems and exercises for which the latter are so justly famous. Many historical problems rendered venerable by age are conspicuous by their absence. We must confess, however, that the book is full of original problems. The author has endeavoured to place the subject on a foundation of strict reasoning, and a comparatively large amount of space is devoted to the discussion of first principles.

As implied in its very title, the book is not adapted for elementary instruction. But we can safely recommend it to our undergraduates and teachers all over India. The volume is divided into four sections treating respectively of Algebraical Laws and Forms, Equations, Series and Arithmetical Applications. In obedience to

the dictum "that Algebra should in the first instance be taught as *Arithmetica Universalis* in the strictest sense," the first chapter is confined to Arithmetical notions and the laws that govern them—the laws that form the ground-work of Algebra. Chapters II.—VII. are taken up with the treatment of Algebraical Laws, Addition and Subtraction, Multiplication, Division, H. C. D. and L. C. M. and Fractional Forms. The idea of fractional and negative indices to which the student is introduced in Chapter II. is fully worked out in Chapter VIII. We may here remark that the arrangement of the matter is different from the one usually adopted, although a little reflexion will show that it could be easily justified. Indices and Surds precede simple equations. The Progressions come after Permutations and Combinations. Indeterminate Coefficients and Recurring Series are given immediately after the Generalisation of the Binomial Expansion. Ratio, Proportion and Variation are met with on page 424 in Chapter XXV.

In section II, the method of Determinants is applied to the solution of equations with two or three unknowns. The time-honoured proposition connecting the sign of the expression $ax^2 + bx + c$ with that of a for different values of x , does not find a place in the articles on Quadratic Equations. The Chapter on the cube root and cubic equations gives Cardan's rule for solving the cubic, which is practically of no use whatever inasmuch as it presents even real roots in imaginary forms. In section III, the author has had the courage to treat of compound interest and Annuities under Geometrical Progression. In practice this subject involves the application of logarithms, and we regret to find only two questions on it at the end of Chapter XXIV. In section IV, the chapter on Inequalities is very disappointing, although the concluding chapters on the Theory of Numbers and Probabilities are highly interesting. 200 Miscellaneous examples are printed after the answers to Chapters I. to XXX. The title of this book reminds us of the so-called *Elementary Text-book of Algebra* in two volumes by Professor Chrystal, with which it cannot bear any comparison.

The Grammar of the Bengali Language, BY MR. JOHN BEAMES, late of the Indian Civil Service. Clarendon Press, Oxford.

This is the first work of its kind and is certainly a very interesting and creditable production. During the period of his official career in this country Mr. Beames was well known for his scholarship as a linguist and as a student of philology, and a

work from his pen cannot fail to be of great merit. Bengali as it is spoken is quite different from the literary style as used in books, and colloquial Bengali is one of the most difficult things that can be learnt by a foreigner. It is not surprising therefore to see that Mr. Beames should have made a few slips, though it may be said in his favour, that some of these slips seem to be mere typographical errors. On the whole the book supplies a long-felt and decided want and should serve to familiarize the European student with many turns of thought and expression he may come across when face to face with the children of the soil. The author would, however, do well to have the whole book revised by an English educated Bengali gentleman who would be able to appreciate the full force of the idiomatic Bengali expressions and of the English equivalents which he gives; for to our mind the shades of meanings conveyed by the Bengali phrases are not always correctly and fully represented in the English translations. The passages that have been selected to give the student an idea of the Bengali language in all its bearings form a good and judicious collection well calculated to serve the end that the author has in view. Some of the idioms however are mere provincialisms and would not be found in use in Calcutta and its immediate neighbourhood where only, in our opinion, the purest Bengali is spoken; and we think that special attention should have been directed to this fact. On the whole however the book can be used with very great advantage by all foreigners, and is the result of long and varied experience in different parts of Bengal coupled with an intimate knowledge of, and acquaintance with, modern Bengali as it is spoken at the present day.

The Student's English Dictionary, BY JOHN OGILVIE, LL.D., New Edition, edited BY CHARLES ANNANDALE, M.A., LL.D., Illustrated, London, Blackie and Son, 1895. Price 7s. 6d.

It is unnecessary to say much in praise of a book the sterling merits of which are universally acknowledged. But the edition before us has greatly enhanced the value of Dr. Ogilvie's Dictionary by bringing it up to date, by giving additional words and adding some valuable appendices. The student will find every word—technical or otherwise—carefully defined, intelligibly pronounced (no small benefit to Indian students), and correctly and clearly illustrated where necessary. But what to us constitutes a great merit in the work is the fact that all participles, present and past, are spelt out for the inquirer. There is not an educated Englishman who sometimes does not have to pause before spelling some particular participle. This must be more often the case with Indian students to whom English spelling is a veritable puzzle at times. We have used Dr. Ogilvie's Dictionary for years past and have never found it fail us in respect to the correct spelling of participles. Another good feature of the work is the etymologies which

invariably accompany a word and which often throw a flood of light at a single glance on the history of a word. The Appendices will also be found useful for purposes of reference. They comprise a list of ancient names, noted names in fiction, a key to literary allusions, a list of English and American writers, the explanation of foreign words and phrases, the moneys, weights and measures of the world, and lastly a list of symbolic signs. Dr. Ogilvie's Dictionary does not, of course, attempt to compete with the classical work of Webster. The latter work is beyond the means of most students. Such students, however, will find in the portable work before us all the information which they require, concisely stated yet amply given. We speak from experience when we say that we can confidently recommend Dr. Ogilvie's Dictionary to Indian students.

(1) *The Fables of Phædrus, edited for the use of Schools, with Introduction, Notes and Vocabulary*, BY G. H. NALL, M.A. (2) *Selections Illustrative of Roman Life from the Letters of Pliny, adapted for the use of Beginners, with Vocabulary and Notes*, BY C. H. KEENE, M.A., London and New York: Macmillan and Co. 1s. 6d. each.

These two little volumes in their familiar light-blue covers are among the latest additions to Messrs. Macmillan and Co.'s deservedly well-known eighteen-penny Series of Elementary Classics and are no whit inferior to their predecessors. Mr. Keene's Selections from the Letters of Pliny the Younger forms an excellent beginner's book, the various sections being broken up in a way that will greatly facilitate the labours of the young learner. The text thus simplified, the notes are naturally far from elaborate, but afford the pupil all the assistance he is likely to need. An additional aid to the beginner is the division of the Vocabulary into Sections corresponding with those of the text and the explanation there of each word on its first occurrence. The Index shows where any word that recurs may be found. The Selections have been very judiciously made and throw light on the literary, legal, political, social and domestic life of Pliny's time. Some sections are devoted to the beauties and curiosities of nature and the last nine sections (37 to 45) are from two letters to Tacitus wherein our author gives an account of the eruption of Vesuvius in which the older Pliny—his uncle and adoptive father—lost his life, a victim to his zeal for investigation. We have noticed but one misprint in this charming little volume—*splendidus* for *splendendus* in the eleventh section (p. 10.)

Mr. Nall's edition of Phædrus (Riese's text expurgated for school use—but without the "Perottine" Appendix) is intended for more advanced learners. In a brief and excellent Introduction—well calculated to stimulate the interests of older boys—such points as the following are treated: Phædrus's life and

writings, the MSS. of the Fables, the "Perottine" Fables, Æsop, the Fable and Phædrus's treatment of it, and lastly Phædrus's literary claims, style and metre; while references to such authorities as Hervieux (*Les Fabulistes Latins*), Prof. Robinson Ellis (*Inaugural Lecture on the Fables*), Dr. Rutherford (*Babrius*) and Jacob (the editor of *Caxton's Fables of Æsop*) are given for those students who wish to pursue further any particular line of enquiry. The notes are brief but quite sufficient for the needs of those for whom the book is intended. All difficulties are cleared up and numerous reliable references are given wherever needed. Appropriate parallel passages from English classics are here and there adduced. A full Vocabulary explains all difficult phrases that are not explained in the notes. Indeed the young student using this book will need no other external aid than that of a good grammar. We have but one fault to find with this otherwise excellent little book. The choice of roots, and of derivations and cognates whether from Greek or Latin, in the Vocabulary does not seem to have proceeded from any fixed or definite plan. Some very obvious derivations are given, while in the case of some important or interesting words (e.g. *gigno*, *purgo*, *pono*, *opportuno*, *publicum*, *princeps*, &c.), the derivation is either imperfectly given or not given at all. The student besides is left to find out for himself whether any word treated of is derived from or is only cognate with the Greek or Latin word enclosed in brackets at the end. By the way, when cognates are being given, why not include cognate words of the student's own mother-tongue, to wit, English? We have noticed only two typographical errors, both on p. 164, where "*sui: gulus*" is for "*sin-gulus*," and "*aniambic*" (6 lines lower down) is for "*an iambic*."

Outlines of British History, BY H. BOYD-CARPENTER, M.A., and G. E. GREEN, M.A., London, Joseph Hughes & Co., Ludgate Hill.

This unpretentious little book of 250 pages has been reviewed most favourably by the press in England. It is intended to assist students in preparing up to the standard of the London Matriculation Examination. We venture to say that the student working for any of the Indian Matriculation Examinations and who is ambitious to read outside his text-book, will find much new light thrown upon his work, by reading and studying this little book. In many ways the authors have successfully attempted to treat the history of England differently from the cut and dry fashion of the ordinary text-book maker. The social life of the people, their industries and trade have met with adequate treatment, considering the size of the book, while the different phases in the growth and development of the Constitution are clearly portrayed. There are plenty of genealogical tables and illustrative maps. By the way, we notice that Lanfranc is mentioned as having been formerly Abbot of Bec in Normandy. This is true, but when he was transferred to England he was prior of

William's new foundation of St. Stephen at Caen, to which he had been appointed in 1062. This is an item which is generally overlooked by authors of English Histories.

Macmillan's New Literary Readers, Books IV. and V., London, Macmillan & Co., 1894.

It becomes increasingly difficult to criticise the improved Readers which are issued from the press in such large numbers. Most of them deserve a wide sale, and we trust they get it. They are generally well edited, the illustrations admirable, the type and binding suited to the most fastidious taste. The two books before us are no exception. Their chief feature is that they are 'literary' in character, as their title would infer, and we congratulate the compiler on his admirably appropriate selections. Book IV. for instance, which is intended, we presume, for children of from ten to twelve years, contains selections which at the first mention we thought far too difficult for children of that age. But we were mistaken. So carefully has the selection been made that there are charming pieces quite within the comprehension of the readers taken from Louisa Alcott, J. Fields, Thomas Hughes, Professor Freeman, Colonel Hay, J. G. Whittier, Southey, Macaulay, Charles Mackay, Dickens and others. This, we think, is an admirable way of introducing children to much that is best in their literature—better certainly than that a third-rate writer should write down to the capacity of the little ones. Canon Kingsley's charming *Water Babies*, beautifully illustrated, is sure to find eager readers.

The January and February issues of the *Vivaka Chintamani* are before us. The one opens with an article entitled 'A view of the heavens,' giving a brief description of the construction of domes and telescopes in astronomical observations, and the other with a paper on water, which, in order to be more useful, should be clear and readable, and should omit unfavourable and unsympathetic comment on the prejudices of the people. The article on the condition of the poor in India in the first and that on the advantages of early rising in the second also deserve mention. We could make nothing of 'A rare but unexpected friendship: a true story'; and the same remark applies also to the story entitled 'The two brothers.' The dulness of these two stories is only relieved by the grievous ignorance of the Tamil language displayed by the writers. Mr. P. Sundaram Pillai of Travancore contributes to each of these two numbers a poetical piece, but we regret that neither of them appears to us to be a success.

Educational Intelligence.

MADRAS.

A MEETING of the Faculty of Arts of the Madras University was held on the 26th of March last for the purpose of electing the President of the Faculty and a Syndic in Arts, both in the place of the Hon'ble Rev. Dr. Miller, resigned. Dr. Duncan was elected President of the Faculty of Arts almost unanimously. The Hon'ble Mr. Justice Subramania Iyer was elected Syndic in the Faculty of Arts by 25 votes. The other candidates, the Rev. Mr. Cooper and the Hon'ble Mr. Sankaran Nair, had 11 and 6 votes respectively.

The following gentlemen have been appointed to be Fellows of the University of Madras:—

M. R. Ry. Oyarat Chandu Menon Avargal, Sub-Judge, Manvalore; The Venerable William Weston Elwes, M.A., Archdeacon and Commissary of the Diocese of Madras; M. R. Ry. A. Govindu Pillai Avargal, B.A., B.L., Dewan Peishkar and District Magistrate, Quilon; The Right Reverend T. Mayer, Auxiliary Bishop, Madras; The Reverend William Skinner, M.A., Acting Principal, Madras Christian College; W. B. Morren, Esq., M.A., Professor of Mathematics, Madras Christian College; M. R. Ry. H. V. Nanjundayya Avargal, M.A., M.L., Sub-Judge, Bangalore; C. A. Patterson, Esq., M.A., LL.B., Principal, Church of Scotland Mission College, Madras; M. R. Ry. S. Sankara Subba Aiyar Avargal, Dewan of Travancore; M. R. Ry. S. Sathianadhan Avargal, M.A., LL.B., Acting Professor of Logic and Moral Philosophy, Presidency College; M. R. Ry. V. T. Seshadria Chariyar Avargal, B.A., Acting First Assistant to the Director of Public Instruction.

It has been resolved by the University of Edinburgh to confer the Honorary Degree of Doctor of Laws on the Hon'ble D. Duncan, M.A., D.Sc., Director of Public Instruction, Madras.

THE second annual distribution of prizes to the pupils of Bishop Corrie's Girls' School took place on the 19th of last month at the Grammar School. Miss Gell presided on the occasion. Miss Ives, the Lady Principal of the School, read the report for the past year, which showed that the strength of the school was above 200. The average number of pupils on the rolls during 1894 was 188, against 160 in 1893. The increase in numbers was chiefly in the lower classes. It must be a matter of regret that the numbers in the Upper Secondary Department had not increased to any great extent, many of the pupils leaving school before they reached the higher classes. The Venerable Archdeacon Elwes addressed those present. He wanted to impress upon parents the necessity of giving their daughters a higher education not only that it may serve as a means of livelihood, but to fit them for their position in life.

MR. K. SUBRAMANIA IYER, B.A., LL.B., delivered a lecture on the 16th of March last at the Calicut Government College Hall, with Mr. Moberly, the Collector of Malabar, in the chair. The lecture formed the first of a series of lectures on Technical Education, and was on the advantages to be derived by a study of the various subjects taught at the Local Commercial School.

THE annual distribution of prizes at the Madras Civil Orphan Asylums took place on the 13th of last month, when His Excellency the Governor presided, and Lady Wenlock gave away the prizes. This will probably be the last occasion on which the children of the two schools are brought together for such a function, for the scheme for an early amalgamation of the Civil and Military Female Orphanages was referred by H. E. The Governor in the course of his remarks in no uncertain tones.

THE Madras Graduates Association has just waked from a too prolonged period of complete inaction, and has appointed the following gentlemen to help and guide its deliberations. President—Mr. Justice Subramania Iyer; Vice-Presidents—Messrs. N. Subramanyam and Srinivasa Ragava Iyengar; Treasurer—Mr. R. Chakravarti Iyengar; and Secretary—Mr. K. P. Sankara Menon. With such a competent body of office-bearers to put fresh life and energy into it, we trust the Association will not go to sleep again.

A MEETING of the students of the Christian College was held at the Upper School Hall on the 22nd March to bid farewell to the Hon. Rev. Dr. Miller on his departure to Scotland. All teachers of the Lower and Upper Schools, tutors and professors of the College met and had refreshments served to them. Mr. Rungiah Chetty, on behalf of his colleagues, delivered a farewell address recounting all the good things Dr. Miller had done to the College and to Southern India.

THE Hon'ble and Rev. Dr. Miller, Principal of the Madras Christian College, left for Scotland on the 23rd of last month by the P. and O. Steamer *Chusan*. The Rev. William Skinner will act as Principal during Dr. Miller's absence.

THE annual distribution of prizes to the successful students of the Madras Christian College and the Free Church Mission Institution was held last Friday in the Anderson Memorial Hall. As the Hon'ble Mr. H. W. Bliss, who had consented to preside on the occasion, was absent in consequence of the death of Mr. H. B. Grigg which occurred that morning, the Rev. A. H. Arden was voted to the chair.

The Golden Jubilee of St. Joseph's College, Trichinopoly, the well-known educational establishment of the Jesuit Society of Southern India, will be

admirable. Mr. Mackenzie appears to be as familiar with modern English literature, as he is with modern philosophy, and his book teems with references to and quotations from those modern writers both in prose and poetry who, without framing systems of Ethics, have been intensely ethical in their teaching, and who have contributed much to form current ethical opinion. Students of Wordsworth, Browning and Carlyle will find not a little in Mr. Mackenzie's *Manual* which will assist them towards a right understanding of these great writers.

In conclusion we have only to regret that space and other considerations prevent us from doing anything like justice to this admirable book. It is a work which we can most heartily commend not only to students, but to all who are interested in Ethical questions, as indeed all thoughtful readers must be.

(1) *Principles of Political Economy*, BY CHARLES GIDE, translated BY E. P. JACOBSEN, with an Introduction and Notes BY J. BONAR, M.A., LL.D., London, Ishister & Co.

(2) *Elementary Political Economy* BY EDWIN CANNAN, M.A., London, Henry Frowde, Amen Corner, E.C.

(1) This translation of Professor Gide's book should be welcomed by all teachers of Political Economy. We say "teachers" advisedly, for Professor Gide admits that he wrote his book for men who had mastered the elements of the subject and who were capable of weighing the evidence which he adduces for or against the various competing systems. Students who are learning the alphabet of Political Economy would find themselves lost amid conflicting opinions. But this is the very reason why all who teach the subject should have Gide's celebrated book at their finger's ends, and should, at times, give their pupils the benefit of its close reasoning and wide-reaching views. It is not altogether a disadvantage that Professor Gide cannot be conveniently or correctly classed under any one of the numerous schools whose views in turn he examines and generally disposes of. We know of no other book which treats of the different views taken on so many questions of Political Economy so impartially, lucidly, and concisely as does this work of Professor Gide. Being an up-to-date book it is almost needless to say that he breaks away on many occasions from the dogmatic teaching of the old 'Liberal' School of Political Economists. He shows clearly how much their views must be modified by the results of the investigations of the Historical or Realist School, the method of which is the patient observation of social and economic facts. The investigations of this school have made it impossible to accept the Ricardian theories, say, of rent, wages and profits without considerable modification. But while acknowledging

the weakness of the 'Liberal' school, with its *laissez-faire* way of looking at pressing and inconvenient economic truths, Professor Gide does not place himself altogether in the arms of the Socialists who represent the opposite school. Patent facts prove that interference, either by the State or by the body of workers themselves, with the so-called 'natural' economic laws, has permanently benefited those in whose interests the interference was brought about. Professor Gide willingly admits this, but he adduces very good reasons why the Socialist's solutions of all the different economic problems of the day are unsound. Nowhere is he so good as when he shows how important are the functions of the employer and how indispensable a factor is that person in the economic world. It is not often we find ourselves disagreeing with Professor Gide's own conclusions. As we have implied, Professor Gide is more often than not content to state the case clearly and leave the reader to draw his own conclusion. To us the chief merit of the book, apart from the clear and honest statement of facts, is its faculty of inspiring the reader to think for himself. This is so eminently a satisfactory result in connection with a subject that demands close thinking if the student is to derive any benefit at all, that Professor Gide is amply justified in giving to the world this contribution on the subject of Political Economy.

(2) Mr. Cannan's little book on Political Economy, although published at one shilling, is not likely to become very popular in this country. It is not likely to supersede Mr. Jevons' Primer of the same price, a little book which is as simple in its arrangement and as clear in its statements as Mr. Cannan's is ill-arranged and involved. But although Mr. Cannan's book is a little difficult of reading considering its elementary character, yet it is sufficiently novel in its treatment of the subject to make it worth perusal. But we cannot recommend the book as being equal in merit to Mr. Jevons' little work, nor do we think it will much assist those students who have to study the larger treatises on Political Economy, such as those of Mill, Fawcett and Marshall.

A Guide to the Study of Nineteenth Century Authors, BY LOUISE MANNING HODGKINS, Professor of English Literature in Wellesley College, Boston, U. S. A., D. G. HEATH AND CO., AND LONDON, Ishister & Co., 1890.

We cannot recommend this book. It is not indeed quite useless, but while, with the means at the compiler's disposal, it might easily have been made eminently serviceable, it has been so constructed as to reduce its possible usefulness to a minimum. It is indeed a collection of leaflets of a bibliographic nature. Eighteen of them deal with English authors, from Scott to Matthew Arnold, eight with American authors.

In connection with each author Miss Hodgkins gives a list of Biographical writings, some significant facts in the writer's life, a list of selected passages from his works, and a very long list of 'selected works of reference,' the last very largely composed of Magazine articles by Americans not generally known. In the case of the American authors, further information, mostly of a very trivial character, is given, such as 'A group of Dr. Holmes's class-mates at Harvard,' names of poets whom Bryant 'loved,' 'found much fault with,' 'esteemed,' 'admired,' 'had no sympathy with,' 'detested'—and other things of that description. The 'selections' are out of place and not particularly good. It seems to be Miss Hodgkins's idea that those who have no time to study a great writer's work in its entirety, have plenty of time and opportunity to digest and compare the multitudinous critical matter, good, bad and indifferent, which in these days very quickly envelopes the writings and personality of every celebrated man of letters.

Of course what is chiefly wanted in 'Guides' of this kind is a full and complete list, with dates, of the writer's works, noting revised or enlarged editions. Lists of Biographies, of critical essays and the like should follow, but arranged in order of importance, and with some intimation as to the character of the information likely to be derived from them. Then, a few judicious hints as to what the beginner should read first of his author's own writings or what has been written about him, would not be out of place. If Miss Hodgkins had seen Professor York-Powell's most helpful 'Syllabus to the Home-study of Dante' before compiling the present book, she might have approached her task with a more adequate understanding as to what was required of her.

The latter part of this book is strangely American, not in the best sense. It is curious that only a few Americans can perceive that it is uncritical and absurd to speak of Bryant, Whittier, Holmes and Lowell as great writers in the same sense as we apply the term to Wordsworth, Ruskin, Carlyle and Tennyson, and that to set off quite gravely as literary counterpart to Coleridge a certain 'Halleck' is simply an outrage.

But we must not be ungrateful to Miss Hodgkins. She has at least afforded us a considerable amount of amusement. It is refreshing to come across literary 'guidance' such as this. 'Note! Irving is called the Dutch Herodotus, the Addison of American Literature; Bryant is called the American Wordsworth; Whittier is called the

wood-thrush of Amesbury, the Roanerges of American Poets. The Hebrew Poet of the nineteenth Century; Holmes is called the American Montaigne; Lowell is called the songster of Elmwood, the author of the American Hudibras, our new Theocritus.' Obviously the go-ahead United States have given birth in some hundred years to counterparts of all the great writers that the Old World has taken twenty-five centuries painfully to produce. This view is perhaps natural and eminently patriotic, but it is not critical. Compared however with other American Literary 'guides' Miss Hodgkins is moderation itself. We have before us a book intended as a guide to universal literature, in which it is asserted repeatedly that Russell Lowell is 'the greatest humourist of all time,' if indeed that proud distinction should not be awarded to one Miss Marietta Holley!

Euclid Revised, BY R. C. J. NIXON, M.A. (Clarendon Press, Oxford.)

This is the second Edition of an excellent book that has gained the approval of a large number of teachers and students all over the world. Mr. Nixon has succeeded in supplying what has been called "our great educational want"—a reformed Euclid, as distinguished from a new Geometry. Several adaptations and modifications of *Euclid's Elements* have been tried. Most of the countries of Europe and America have found it necessary to give it up altogether as a text-book for beginners. But England is very conservative in this matter. There is a feeling of repugnance at the thought of sweeping away an institution rendered venerable by the usage of more than 2,000 years. Dominated as we are by examination programmes, an established order of geometric proof is found to be expedient and a recognised numbering of fundamental results convenient for purposes of reference. The volume before us contains (1) Enunciations, numbered according to Euclid, of all the Propositions in Books I—IV, and VI. (2) Proofs of these Propositions in which the essentials of Euclid's methods are followed. (3) An abridgment of Book V, including so much only as is necessary to render valid the proofs of Book VI. (4) *Addenda* at the end of each Book, arising out of its principles, in which are given all the most obvious Corollaries to the Propositions, some immediate developments of the Propositions, the proofs of many additional Theorems and numerous Theorems as exercises to be proved, accompanied by hints for proving the most difficult of them. (5) *General Addenda* arranged in sections, wherein will be found most of the fundamental propositions of *Maxima* and

celebrated on the 15th instant. The day's festivities will commence with a Tennis Tournament and Athletic Sports at 6.30 A.M.; a Business Meeting of the Former Pupils to consider a proposal for a Jubilee Memorial and the organisation of an Annual Meeting, will take place at 11 A.M.; and in the evening there will be a Public Meeting, drama, and fire-works.

A MEETING of the Professors, Teachers and Students of Pachaiyappa's College was held on the 15th of last month, in Pachaiyappa's Hall, to present Mr. M. T. Quinn, the Principal, of the College, with a Valedictory Address on the eve of his departure on furlough to England. His Grace Archbishop Colgan presided. The Address, which was handsomely engrossed on vellum, was presented in a small ebony casket inlaid with ivory. Mr. Govinda Doss, an old student, also presented Mr. Quinn with a pair of gold sleeve links set with diamonds. Mr. Quinn suitably acknowledged receipt of the Address and gift. He hoped the College would flourish under Mr. Cooper-Oakley, his *locum tenens*, and that the Trustees of Pachaiyappa's Charities, assisted by the loyalty of several Hindu gentlemen, would found a chair in Science before his return.

THE ceremony of laying the foundation stone of the Victoria Students' Hostel, inaugurated at the beginning of last year in memory of the late Rai Bahadur P. Runganada Mudaliar, was performed on Monday the 1st instant by His Excellency, the Governor at the Chepauk grounds. The Hon. Mr. Bliss, President of the Committee, opened the proceedings with a speech giving an account of the work done by the Committee. The total sum collected, said Mr. Bliss, was only about Rs. 75,000, a sum which would not go a long way in carrying out so large an enterprise. In these circumstances, he appealed to those who had not yet subscribed, to come forward and do so, though not in thousands, in humble tens and hundreds. The speaker next explained at some length the scope of the buildings as shown by the ground plan cut in the earth. The building as planned was calculated to accommodate about 300 students, but the available funds only permitted the construction being undertaken of the library and quarters for about 100 students. Mr. Bliss then briefly explained the way in which it was proposed to govern the Hostel. After the foundation stone was laid, His Excellency made a few remarks on the origin and growth of the Victoria Hostel scheme and the advantages which such hostels are bound to confer on the student population. The Hon. Mr. Justice Subramania Iyer, while thanking His Excellency for his kindness in consenting to lay the foundation stone and for the continued interest he showed in the realisation of the enterprise, made some remarks pointing out that the hostel system was well calculated to minimise the evils incidental to the present system of education. After a vote of thanks to the Honorary Secretaries, Mr. J. H. Stone and Mr. Viraraghava Chariar, the proceedings terminated.

THE Convocation of the University of Madras for the conferring of Degrees was held at the Senate House on Friday the 29th ultimo. His Excellency Lord Wenlock, the Chancellor of the University, addressed the Convocation. In the opinion of the Chancellor, the greatest wants of the country were the development of manufactures and commerce and the means of communication, the spread of education, and the improvement of sanitation. Every educated Indian, said Lord Wenlock, could render inestimable aid to the Government in overtaking these wants. In speaking of the development of manufactures and commerce—including under this head all arts and industries, Lord Wenlock observed that throughout the length and breadth of this land the duty of carrying on agriculture, the most important industry in the present situation of India, was confined to the members of the conservative and tradition-bound peasant class; and he failed to see any reason why men of high educational attainments should not turn their attention to this subject, and by scientific and careful application not only succeed in obtaining a fair remuneration for their capital and labour but also by the experience they will gain and the example they will set, improve the cultivation and the prospects of their more humble neighbours. While regretting in strong terms the almost absolute divorce from the chief industry of the country of men of position and high educational attainments, Lord Wenlock took occasion to express a hope that the Madras University would soon include agriculture among the subjects qualifying for a degree.

The Chancellor then turned his attention to the allied subject of manufactures and commerce. He pointed out that the struggle for existence, which was becoming every day fiercer and more acute, necessitated the employment of the keenest intelligence and the most highly trained abilities. After describing what the Government and other bodies have been doing to advance the 'cause' of technical education in this Presidency, Lord Wenlock expressed it as his opinion that the Government has done all that it could in this direction and that so far we have reason to be satisfied with the growth of this movement. While on this subject, Lord Wenlock observed that it was a matter for regret that the wealthy and trading classes have not taken much advantage of the opportunities afforded to them of giving their sons the highest education procurable. The Government looked to the more highly educated of the rising generation to take the lead in such matters tending to the general welfare of the country.

The next subject on which the Chancellor addressed the graduates was the employment of the educated. Lord Wenlock altogether denied that there was any ground for the contention that the number of highly educated youths was far ahead of the requirements of the country, that the present policy only resulted in producing a body of dissatisfied persons unable to find a suitable opening in life under the conditions of the country, and that higher education was advancing faster than was

compatible with the general progress of the people. Higher education, perhaps, was going ahead faster than education on a lower level. He quoted statistics to prove that what is required is to bring primary education up into its proper place in the scale, and not in any way to restrict the progress of higher education, especially when we consider that only 16 per cent. of the male school-going population is receiving University education. Lord Wenlock next addressed himself to the question how primary education could be best extended. He remarked that every educated man was bound to do his best as an active agent in promoting primary education and in impressing on those of his friends who were blessed with wealth their responsibilities in this direction. He exhorted the people of this country to emulate the noble example of the Missionary bodies, and thus to co-operate in establishing primary schools all over the land.

The next topic in the Chancellor's address was the burning question of politics. Educated men ought to suspend their judgment till they had surveyed a question in all its aspects and not to take too readily a position hostile to Government. On the vexed question of students and politics, Lord Wenlock had only this to say, viz., that schoolboys ought to confine themselves to their books till they reached man's estate. Lord Wenlock was sorry to notice that there was a somewhat lax sense of discipline maintained in many of our educational institutions. He traced to this cause the want of manners which is frequently charged now-a-days against the rising generation. Lord Wenlock was, however, glad to see that the hostels which will soon be erected in Madras will go far to remedy the present state of affairs. He hoped that the hostel system will spread widely throughout the country, and that before the lapse of many years each large centre of population will maintain a suitable home for the reception of young students.

After making a few brief remarks on the evils of early marriage, the Chancellor went on to speak of Female education. The progress made in this direction was very slow, he observed, only about 106,000 girls or less than 4 per cent. of the total female school-going population being under instruction in this Presidency. The Chancellor regretted to see that the people of this country were extremely lukewarm on this subject. He, however, hoped that the day will soon come when educated men will require of their wives a higher standard of education. Government could not move in the matter without the co-operation of the educated men of the country. The Chancellor ended his address by speaking very briefly on sanitation and local self-government. He pointed out how absolutely essential it was that educated men ought to bring these advantages within the reach of the people. Educated men ought to devote themselves in a philanthropic, public spirited, and self-sacrificing manner to the promotion of the incalculable benefits of local self-government and sanitation.

BOMBAY.

THE annual distribution of prizes to the children of the Bombay Education Society's Schools took place on the 7th of March at the Boys' School premises, Byculla. H. E. the Governor presiding. After the report was read, Lord Sandhurst delivered himself of a notable speech which will satisfy and encourage all concerned in education, and in which, we may surmise, we have a forecast of his educational policy. After expressing himself strongly in favour of technical education, he went on to speak of education proper. "Some people are fond of saying you can educate too much. Most of my friends, both political and social, tell me that we have been educating too much, but that is not my view, because having watched for some time the London School Board I have been of opinion that you can never educate too much. But what you can do is this. You may do too much at one time and do nothing thoroughly." Passing on to the nature of the education which was desirable, His Excellency pointed out that it must be the best possible, and must be made as interesting and attractive as possible. "Too much stress could not be laid on physical education; every encouragement should be given to games. 'I would like to see at the proper time every kind of skylarking promoted among the boys, such as leap-frog and the rest of it. I do not like to see boys,' said Lord Sandhurst, 'walking about slowly and inertly arm in arm, as if they have upon their shoulders, what I may say—for want of a better simile—the responsibility either of a Governor or a Bishop. They are young and they should behave as young people, without cares, that is to say with the utmost of health and spirits.'"

BAI MOTLANAI and her two sons, Mr. Nowrojee Maneckjee Wadia, C. I. E., and Mr. Nusserwanjee Jehangir Wadia, have presented about twenty thousand square yards of land of the aggregate value of about two lakhs of rupees, to the Jansetjee Petit Parssee Orphanage. The piece of land adjoins the Orphanage schools, and will be of great use to the institution.

THE Bombay Graduates' Association has made a representation to the Government of Bombay against the proposed abolition of the two Government Fellowships that have been established for a number of years in the Poona College of Science. These Fellowships have had the effect of encouraging graduates in Engineering to prosecute their studies further, and are of much importance as stimulating a study of practical science. While in other Colleges the policy of the Government has been to promote the further development of Fellowships and while in the College of Science, the same policy should be followed in order to promote and encourage scientific research, it is a matter of regret that the retrograde step of discouraging such study should have been contemplated.

experience of other countries? After centuries of experience, the older English Universities as assuredly offer some features which it would be advantageous to copy, as they do others which it would be folly to transfer to India. So likewise may we be guided by England's experience in regard to Technical Education. England's loss may be India's gain, if this country will profit by England's experience. It is true that England has but of late taken up the question of Technical Education systematically, but she acknowledges her error and is now feverishly alive to the importance of that subject—as she should be if she does not want to follow for ever in the wake of Germany. Could we but see but a faint reflection in this country of the glowing enthusiasm which now prevails in England we should be satisfied. As it is, although England is doing her best to make up for lost time, we are placidly to wait—while the evil itself and the responsibility of the Government year by year increase.

And what of the heresy that Technical Education must wait on national prosperity? There is such a truth as supply creating demand. Was it not so in the case of the introduction of machinery? Prices were reduced where machinery was the means of production, and immediately came a greater demand for commodities in all directions, and consequently the demand for labour grew even faster than the population! How else is Germany at the present day building up the fabric of her material prosperity other than by paying the closest attention to Technical Instruction and to the needs and weaknesses of other countries.

The other points in the defence of the Government can be dismissed with a word. Technical Education is not to be measured by a few unimportant examinations, nor is it to

be confounded with a knowledge of shorthand and book-keeping for which the School of Commerce at Calicut chiefly provides. Our only comfort at present is in the closing words of Lord Wenlock who hoped the remarks of the honourable member would not be lost on Government twelve months hence, and would prove beneficial in the preparation of the Budget next year.

* * *

Under the head of *Indian Universities, Ideal and Actual*, a writer—H. R. J.—in the *Calcutta Review* gives his views on the ideal Indian University as it might have been. He takes it for granted that most people will admit that the regeneration of India was only to be effected by that knowledge which had once been given by the East to the West, and which the West has now returned improved and developed in its modern guise. The writer also assumes that the English language, for intellectual, literary, and political reasons, was the best medium for effecting this purpose. This being so, the writer would make provisions in his ideal system for securing the thoroughly preliminary teaching of the English language, to guarantee that University students should benefit to the utmost by the University course. He would therefore establish Government Schools the main business of which would be to teach English. For this purpose it might be found necessary to enlist the services of picked men from the ranks of the Elementary Teachers in England—than whom it would be difficult to find men better fitted for the purpose of imparting a sound knowledge of English. This is fortunately not an indispensable condition in H. R. J.'s system, for there is the strongest possible objection to bringing out to India men

who socially and who, owing to the comparatively small salary they would receive, would lead an isolated, unsatisfactory life in India.

Having settled the character of the preliminary teaching leading to the University, the writer next lays down the certain indispensable conditions for his ideal University. First and foremost, there is to be but one University for all India, though there may and will be many Colleges throughout the country—some Government, but the majority founded through the munificence of private benefactors. Desirable as such a University might be in some respects, the idea is an impracticable one, especially when the writer lays down as a further condition that the University should be placed in some favourable climate free from the depressing enervation of the heat. Even if such a central and desirable spot could be found, the task of superintending all the Colleges throughout India would be too much for any one University. The beauty and usefulness, too, of the University buildings are indispensable with H. R. J. The next indispensable condition is one with which we find ourselves in full agreement, viz., a Long Vacation of at least four months. Certainly the Summer Vacation is at present too short to answer all the purposes it might and should answer. The writer of the article, remembering that the majority of the Tutors and Professors in his ideal University are Englishmen, wishes them to remain really such by giving them the opportunity to go frequently to England with a view to keeping their knowledge up to date, and with a view to their obtaining, there and on the Continent, materials for the first class textbooks which it will be their lot to write for their students. This Long Vacation besides giving the professors an opportunity of fresh-

ening their minds, will give the students a time of rest from the harassing work of attending lectures, and will give them the opportunity to thoroughly think over and study their subjects. The writer would in fact like to revert to the Semester system in Scotland in which the University year consists more or less of six continuous months' work. In the Ideal University there should likewise be two courses, a general and a special, answering to the Pass and Honours examinations of the older Universities of England. Here also we are at one with the writer, for the absence of such an alternative course is a grave defect in our existing University system. The tutorial system is another *sine qua non*. Each tutor will have to look after the bodies and souls of not more than twenty students, and to devote an hour a week to each student for that purpose. This in addition to the heavy duties of lecturing and other University duties would probably, in our opinion, become a heavy burden. In the Imperial College which is the pattern College for all the other Colleges in India, all the best intellectual material in the country would be gathered together, and there would be a tendency to form in India a body of highly educated men held by the links of association and the sympathy of common culture. The society of the English lecturers and Professors is to be open to all the students who may thus get an insight into the best side of English home life without crossing the seas and learn to appreciate, perhaps, the nobler types of English womanhood.

This is the ideal University of H. R. J. It will certainly take long to realise, even if it were desirable that it should be realised in all points. But now that the existing University system is being subjected to criticism, it is well to consider all views on the subject.

The most noteworthy feature in the Revised English Code for 1895, is the substitution of 'Surprise Visits' for the annual inspection.

The effect will be, as is, doubtless intended, to abolish the principle of payment by results which, pushed to the extreme, has had such baleful effects on Elementary teaching in England. But the papers in commenting on the good which will result from the change, have overlooked the fact that this system of "Surprise Visits" will form a species of torture of the most acute nature to many timid, sensitive teachers. The Annual Inspection Day was no doubt a terrible ordeal to many; but after all, it was but one day, a day fixed long before. The timid teacher could fortify himself or herself by having everything spick-and-span and by inaugurating a series of petty (but pardonable) impostures which often succeeded with the most wily of H. M. Inspectors. Now alas! there can be no extraordinary cleanings of walls and floors, no donning of fine clothes, no rehearsal of parts. For any day in the year may be an inspection day, and to the vivid imagination of many teachers, every day will actually be invested with all the horrors of such a day. How many a heart will jump and palpitate every time there is a ring at the bell, every time the school door opens! But if we mistake not, many a schoolmistress will be equal to the occasion, especially in out-of-the-way places where the advent of every stranger is a matter for speculation. The ever watchful and loyal school caretaker will never let the pretty schoolmistress be taken unawares—at least she will get a few minutes during which the school may undergo a regular transformation. Perhaps there will be collusion with the station-master, as the result of which the

schoolmistress may receive the following telephonic message:—"Suspicious looking gentleman has just alighted from the train. Is walking in the direction of the school." And when H. M. Inspector arrives at the school he will be met by the silence of the tomb and the blandishments of the fair daughter of Eve, where five minutes before were noise and frowns, sobs and cries. The Education Department will seriously have to consider the advisability, if the surprise visits are to be a reality, of keeping a stock of disguises such as are donned by detectives. Something like the following may then happen any day. Enter, a mild looking, venerable, decrepit, old gentleman who has obtained admission to the school without arousing any suspicion. He advances to the centre and with dramatic action removes his false whiskers and beard and discloses the dreaded features of H. M. Inspector. The schoolmistress faints offhand! But what of those lofty Board School buildings where the infants are located on the ground-floor, the girls on the first floor, and the boys on the second floor? The surprise visit will become amusingly less of a 'surprise' every step the H. M. Inspector takes towards the upper regions. The degree of surprise can be mathematically calculated. The unfortunate Infant Schoolmistress will take all the 'surprise' out of the visit of H. M. Inspector so far at least as the girls' and boys' schools are concerned. The imagination stands aghast at the devices to which both Schoolmasters and Inspectors would have to betake themselves if ever 'surprise visits' took the place of annual inspections in India!

* * *

The Revd. Dr. James, Headmaster of Cheltenham, has been appointed to the Headmastership of Rugby, vacant by the promotion of Dr. Percival to the Bishopric of

The Headmaster-ship of Rugby.

into one. It seems to us that these hostels are too unwieldy and too much dissociated from particular Colleges to ensure that success which has attended the hostels of the Christian College and other places. In these latter institutions, the hostels form part of the College buildings and they are under the direct supervision of the authorities of the same. In this way there is an approximation to the Colleges of the older Universities of England. A *sine qua non* of a hostel should be direct connection with one particular College. For our own part, we cannot help thinking that more good would have come of the immense sums which have been contributed to the Madras hostels had such been spent for the erection of one or two University buildings, and for the endowment of a University Library, University Lectureships, and University Research Scholarships. However, we cannot but admire the spirit and the enthusiasm with which the undertaking has been carried on so far, and we trust that a full measure of success may be the result. Our remarks are intended simply to express an apprehension which many others share with us.

* * *

The Hon'ble Mr. Crole has tried and failed.

Technical Education. In other words, in spite of his efforts, the Madras Government has omitted to make any provision in the Budget for the cause of Technical Education. Mr. Crole protested in vain at the last meeting of the Legislative Council, and drew a sanguine picture of the good time in store for South India if only the Government would adopt a vigorous policy in reference to the subject of Technical Education. India generally, if such a policy were adopted, would cease to be a

debtor country and would become a commercially independent and self-sufficing country taking a front place among the marts of the world. But Government in the persons of the Hon'ble Dr. Duncan, Hon'ble Mr. Bliss, and Lord Wenlock refused to be influenced by the voice of the charmer. Dr. Duncan used all the stock arguments which are generally used when any measure of reform or improvement is proposed, viz., that it was only until recently that the best minds in England had turned to the subject, that Government by following Mr. Crole would be taking a leap in the dark, and that Government had every reason to be satisfied with what it had already done in this direction as evidenced by the figures in connection with the Technical Examinations and by the School of Commerce lately opened in Calicut. Lord Wenlock in making his closing remarks referred to the 'complete answer' and to the 'very sound views' of the Director of Public Instruction, and added, though not in so many words, that Technical Education must wait on material prosperity. This constituted the defence of Government. Its weakness is apparent. The reference to England constitutes a convenient, if not a particularly happy argument. Technical Education is not to be encouraged here because it is only lately that the subject has been taken up in England. The opponents of University Reform in India also make reference to England, but in their case it is with a view to pointing out the great age of the older English Universities as an argument against the possibility of successfully copying their institutions. In the one case an institution is too young to be copied; in the other, too old. It would be convenient to know at what point in the history of a foreign institution India would be allowed to profit by its example. Are we never to profit by the

questions the parent puts to the schoolmaster. The degradation of the educational ideal comes at the most inopportune moment. Just when the lad of 14 or 15 is beginning to feel the Ego trembling within him, is beginning to think, and to deliberately assimilate the elements of his life. When the inevitable drudgery that lies on the threshold of learning is giving way to the pleasures of acquisition and the consciousness of power. Truth,—the love of it, and the glory of it, and the practice of it—is now something more than the creation of childish fancy. It has become fact—fact of Poetry, fact of History, fact of Science—wrought in into his very being, to be hereafter wrought out in character and conduct. His eye has hitherto been single and so his whole body (and soul) has been full of light. Suddenly all is changed. The boy's true development is arrested just at the point where it offered the fairest promise. It is changed into another, and downward direction. Henceforth, the preparation is not for the battle of life, where victories are to be won for truth and goodness, but for the prizes of life,—so much pelf that can be grasped in the hand, measured and weighed, with nothing great or infinite about it. But, surely, when a boy comes to a certain age he ought to think about his future. He ought to make up his mind what he is going to do, and strenuously bend all his energies towards it. Granted, only let the purpose be strictly subordinate. Only let the ideal of childhood abide. Let the preparation continue to be for the battle of life, not for securing the prizes of life.

Perhaps the best way to show how the true end of Education has thus been lost sight of will be to trace some of the disastrous consequences to our Educational systems which have resulted from this illicit combination of

conflicting aims. Take, for example, the multiplicity of subjects in the modern curriculum. Who, or what, is responsible for that? Is it the extension of the sphere of knowledge, and that teachers have been anxious that their pupils should cover the whole ground, even though it should be possible in only a superficial way? We had better put all our theory books in the fire at once, if we are guided by so monstrous a principle. Consider, you upon whom some modern time-table is frowning as I write, into how many portions the short teaching day is divided. Incessant change of subject. Incessant distraction of energies. From Arithmetic to History, from History to Grammar, from Grammar to Euclid, from Euclid to Geography, from Geography to Science, from Science to Algebra, from Algebra to what not, the mind of the pupil chases his subjects hither and thither, having, at the close of the day carefully and in all its bearings considered not a single one. Concentration and thought are alike impossible. The time allotted to each subject is so brief that, as every practical teacher knows, with a class of 30 or 40 boys all that can be done is just to hear the lesson, and that in a very perfunctory manner. Teaching is out of the question. Again, I ask what is responsible for this crowded curriculum, this attempt at learning many things, with the result of learning nothing well? The responsibility rests with those who have taken education out of the hands of experts who know their business, and have given it over to the man in the street. What shall be taught in schools is fixed by public opinion. Now public opinion is an authority on matters relating to the national interests. It is the keeper of the national conscience. But when public opinion goes outside its sphere, and

Hereford. There can be little doubt that if Mr. Arthur Sidgwick had been a clergyman he would easily have obtained the coveted appointment. On the other hand, nothing can be said against Dr. James personally. He has been eminently successful as a schoolmaster, having in the words of the *London Journal of Education* "pulled one school out of the slough of despond, and regenerated another great school which was fast falling into indiscipline." No other candidate, and certainly no layman, had a chance against him.

RANDOM SHAFTS.

AN EDUCATIONAL GRUMBLE.

There is perhaps no Science which has made so little progress during the last fifty years as Education. The reason is obvious. The man in the street thinks he knows all about it. And the man in the street is the Minister of Education. What the public demands the schoolmaster is bound to supply. What subjects he is to teach, what time he shall allot to each, the final end at which he is to aim, are all marked out for him by the public. We leave Medicine and Law and Navigation to experts. But Education, like Theology, is looked upon as an appropriate field for the crude theorising and lawless experimenting of the *profanum vulgus*. So it comes to pass that whilst Rousseau, Herbart, Bain, Spencer, Sully, Fitch, and others, have taught us much of the philosophy of the child-life, the Science of Education is comparatively at a stand-still amongst us. The teacher may go to these masters of his art, and learn from them right methods on the basis of a sound psychology, but, I will venture to say, that, under existing conditions, he will not be able to put into practice one-fourth of what he has learnt.

For the organization of education rests not with Messrs. Herbart and Co. but with the man in the street. And the man in the street understands by Education something totally different from the definition which would commend itself to Messrs. Herbart and Co. The aim of Education, according to its recognised exponents, is the training of mind and character, so as to fit them for the battle of life. The man in the street paraphrases this to mean "the training of mind and character, so as to fit them to win the prizes of life." Observe the difference. The arch of infinitude separates these competing aims. The one is heroic, the other mercenary. The one calls out what is highest, the other appeals to what is lowest in human nature. You cannot pass from the one to the other. You cannot serve God and mammon. Much of the confusion of our educational system is due to the vain attempt to fuse these incongruous aims. No one has the heart to banish quite the poetry of childhood, the light that never fell on land or sea, the heroism of the days to come. What father does not rejoice as he scans the eager face of his boy, and reads there the high resolve to play the manly part, to shun the selfish and the base, and to sacrifice all for some great ideal? To foster, to train, to inform, to render effective this type of character is the aim of all true Education. The years pass on. Childhood has had its day, and its day dreams. The business of life looms in sight. The training which has hitherto served to develop all that is congenial in Intellect, all that is kindly and true in Character, must now give place to another, an altogether different, an immeasurably lower aim and method. The education becomes professional. What is the market value of the study? Will it pay? These are the stock

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All contributions, books for Review, &c., should be addressed to the Editor, Mysore. Articles and communications intended for publication in the succeeding issue, should, as far as possible, reach the Editor not later than the 20th of the month. The Editor solicits contributions on all subjects of educational interest.

All remittances and communications regarding advertisements should be forwarded to the Publishers. EDUCATIONAL REVIEW Office, No. 4, Mount Road, Madras.

The Educational Review.

The *Madras Times*, which holds exceptionally sound educational views, draws attention to the fact that the two Hostels for Indian Students. Roman Catholic local papers have been indulging in philippics against the Madras Hostels now in course of erection. One paper "really fails to see of what benefit the Presidency Hostels are likely to be to a student beyond lessening the strain on his purse;" the other "shudders at the thought of all that has been said in favour of buildings and constructions and how little attention has been given to the

modus agendi with the students when admitted; as to how their morals, their habits and studies are to be safeguarded from the dangers of a city life." These views are evidently not shared by the great majority of people. None the less, they contain a warning note to which those who are responsible for the management of the new hostels will do well to give heed. We have always feared lest these huge hostels should become mere hotels worked on strictly economic principles. Students will patronise them if it answers their purpose to do so, that is, if they can be accommodated at a lower charge than elsewhere—but not otherwise. The responsibility of managing these hostels with a view to the interests, the morals, and discipline of the vast number of students who may be crowded within their walls is one which an ordinary man will shrink from accepting. And this responsibility cannot satisfactorily be divided. The head or warden must have no divided authority if he is to secure the obedience, respect and loyalty of the students. He must also possess a rare combination of qualifications. In fact he should be that impossible person, an Englishman and a Hindu rolled

pronounces categorically on questions of which it is profoundly ignorant, it is invariably in the wrong. It has always been so in Education. The prospectus of a girls' private school in England used frequently to be the most amusing reading. The curriculum, we were told, embraced the English Language and Literature, Ancient and Modern History, Geography, Latin, French, German, Italian, Mathematics, Botany, Chemistry, Geology, Music and Calisthenics. And the fond parent was assured that for very moderate fees her daughter would in a few years be an accomplished mistress in one and all of these branches of knowledge. The bait was universal information. The Lady Principal was wise in her generation, and knew perfectly well what her public wanted. An encyclopaedic smattering for drawing-room displays, not education in any sense, higher or lower. We have got somewhat beyond this now-a-days. We do not quite confuse knowledge and education. But the Encyclopaedic Idol still lurks in the corners of the temple of Learning. And in places where we should least expect it. Even our Universities are not free from the taint of holding up to their *alumni* this ideal of a pseudo-omniscience. For example, it is passing strange that a body of educational experts should fail to see that it is a positive mental injury to a boy to have to get up the Physics and Chemistry required for the Madras Matriculation. The knowledge of these subjects is necessarily so superficial, and scrappy, and divorced from principles; as to be absolutely valueless, whilst the distraction of mind, and the habit of not studying a subject sufficiently to acquire clear and adequate conceptions of its leading principles raise formidable barriers to future intellectual progress. Scientific men have long been

raising their voices against mere book-knowledge, which, in fact, in science is no knowledge at all. But observation and experiment require time and patience. It is only when he has made a considerable number of these that the mind of the pupil becomes familiarised with the new ideas and methods of the particular branch of science he has taken up. To expect him, along with other studies, to do this with half-a-dozen branches by the time he is 15 or 16 years of age, when he enters for his first University Examination, is a deliberate encouragement to 'cram' of the most injurious and worthless kind. The University of London is wiser. Instead of requiring the whole of Physics and Chemistry it allows its Matriculation candidates to select either Chemistry, or Heat and Light or Magnetism and Electricity or Botany.

In other fields we are slow in learning that the part is often greater than the whole. History, as taught in the schools of this Presidency, is a case in point.

By the time a boy arrives at the Vth Form he is supposed to have gone through the whole of English and Indian History. Now, all educationists are agreed that History occupies a distinctly low place in schools as an educative agent. It ranks far below Language, or Mathematics or Science. The reason is that the proper study of History demands powers of judgment and reasoning beyond the capacity of the average school-boy, powers which are only developed later. To make History bulk so large in our curricula is chronologically wrong. The picturesque side of history—the heroic tales of Greece and Rome and England—all boys can appreciate. In addition to this there would be no harm in giving them a slight sketch of the general course of events,

ON the occasion of the last anniversary of the death of Mr. Jamsetjee Nusserwanjee Petit, Bai Dinbai Petit, the mother of the deceased gentleman, gave to the Trustees of the Nusserwanjee Manockjee Petit Charity Fund a sum of a lakh of rupees on condition that the proceeds are devoted to the maintenance and education of Parsee orphans, who are admitted to the Petit Parsee Orphanage.

LORD SANDHURST presided at the last anniversary of the Victoria Jubilee Technical Institute, Bombay, which was celebrated on the 21st of March. Mr. George Cotton, who opened the proceedings, observed that the objects of the Institute could best be stated, in the words of Lord Reay, its distinguished founder, "To supply to the artificer and the artisan of this Presidency that Education which he wants, that Education which will train his hand and eye, and through his hand and eye, also his mind by the combination of mental and manual training." The industries of India, said Mr. Cotton, were, in the modern sense, only in their infancy; and when the material wealth of the country and the benefit that might accrue both to the State and to the people by its development were taken into consideration, it must be admitted that the Institute was doing a great work, in providing those skilled artisans and artificers without whom progress would be slow and India might have to take a subordinate place in the industrial race with the further East. Unless we are content to lag behind and to depend solely upon the produce of the soil for our existence, it was high time that India should wake up to the necessity of providing her sons with that knowledge which will enable them to hold their own in the Industries of the World. The speaker regretted that, while at the present time the Local Authorities had the means of annually allowing on Technical Education in England and Wales an aggregate sum of £1,800,000, the Victoria Jubilee Technical Institute, which was the only one of its kind in India, had a revenue of only Rs. 68,000, more than half of which was contributed by Government. His Excellency the Governor in the course of some appreciative remarks on the work done by the institution, assured the audience that he and his colleagues looked with a very sympathetic eye upon the efforts of the Technical Institute.

THE last anniversary of the Alexandra Native Girls' English Institution, Bombay, was celebrated on the 9th ultimo at the Framjee Cowasjee Institute. The Rev. Dr. Mackichan, Principal of the Wilson College, taking the chair. After the reading of the Director's report by the Honorary Secretary, the pupils went through a select programme of music, recreation, and calisthenics. The Chairman then delivered an able and eloquent address on Female Education. We give here two extracts from the Chairman's interesting address. The argument for woman's education is nobly and pithily expressed as follows: "It is not unusual to hear Female Education advocated on the ground of the benefits which must accrue therefrom to husbands, to families, and to the general community. Now, while

such arguments are valid in the way of practical appeal, they appear to me to ignore the most important consideration of all, namely, the inherent claim of woman to education as a means of intellectual and spiritual development. Woman has a right to education, not because of any benefits which her education will bring to her husband or to the family, but as endowed with the same intellectual and spiritual capacities which belong to man. God has endowed her with gifts and possibilities which demand for her, as her natural right, the same opportunities of intellectual culture which are enjoyed by men, and to take any lower ground than this is only to demonstrate the extent of man's selfishness in referring such questions of woman's rights to his own interest and advantage." Further on in the course of his remarks Dr. Mackichan took occasion to remind his hearers that "an education that isolates and separates is no true education at all; and it lies with the pupils of this school to disarm prejudice and opposition by their bearing in the homes and in the social life of their people. Young ladies, your education should place you in a position to sympathise more readily and more effectively with those around you; let it not isolate you in any way from the members of your own family; let it teach you to interest yourselves and labour for the good of the poor, the despised, and the ignorant around you. This is the highest fruit of education, whether in man or woman, and where education has instilled pride or the spirit of separation or selfishness, it has utterly and miserably failed. Be it yours to 'wear your learning lightly like a flower,' and thus you will be examples of modesty and true womanhood in all the circles into which you enter."

LORD SANDHURST opened on the 28th ultimo the new buildings erected for the Fergusson College, Poona, and the students' quarters in connection therewith. In the course of his speech H. E. the Governor referred in very appreciative terms to the efforts made by the life members of the institution, who had pledged themselves to serve the College on the minimum salary on which it was possible to subsist, and observed that it was difficult to suppose that young men could be engaged in any work of a more self-sacrificing, self-denying, courageous, disinterested nature than the work in which these men were engaged.

BENGAL.

At a meeting of the heads of colleges held on the 5th of March at the Albert Hall, it was unanimously resolved "that a representation be drawn up to be signed by the heads of Colleges and Schools, calling the attention of the Syndicate to the very unsatisfactory character of some of the papers set at the recent University examinations, and praying for such action as they may think fit."

As appears from the statement of Sir Antony Macdonnell in the Supreme Legislative Council on the 21st of last month, the Educational Service

deceased lady, to found a travelling scholarship or studentship for the teachers, which should enable those who had been working for some years to receive fresh inspiration by foreign travel and the study of foreign methods of education.

Educational Notes.

THE Duke of Devonshire officiating at the last annual function of the Birkbeck Literary and Scientific Institution, London, made a speech on technical education. To the question, "What has been the cause of the new impetus which has undoubtedly recently occurred in the direction of scientific and artistic education?" he answered that this was owing a great deal to an increasing perception of the utility and the absolute necessity of the application of the principles of science to the ordinary business of our industries and commerce. What he wished particularly to say to the students of the institution was that, if they wished to avoid disappointment, and to make full use of the knowledge they had acquired within the walls of the institution, they would look for their reward, perhaps, more safely and wisely in acquiring excellence in those industries in which they were engaged than in seeking for promotion to other spheres of life. Instances, no doubt, had been frequent, and he hoped they would repeatedly again occur, in which it had been in the power, through the aid of education, of a man commencing in the lowest ranks of life to attain to the highest position that was open to any citizen of the country; but such rewards were reserved for only the few.

FROM the Report of the Registrar of Books on the publications registered during the year 1894, we learn that the number of publications registered in Madras in 1894 was 887, against 806 in 1893, and included 683 books and pamphlets and 204 periodicals. Of the registered publications, 763, or 86 per cent., were original productions, 82 republications and 42 translations, the corresponding figures for the preceding year being 596, 143 and 67. There has been a steady decline in the number of translations published since 1892. It is to be hoped that the efforts now made by the English publishing firms to introduce suitable text-books in English for Indian youths and the number of serial publications already approved for use in schools in this Presidency will have a wholesome influence by inducing Vernacular scholars to publish similar series in the vernaculars. From a table showing the number of publications, unilingual and bilingual, for the past five years, we find that, whereas the largest number of works used to appear under Tamil, Telugu works took the foremost place during the year under review, followed by English. Amongst the bilingual publications too, English-Telugu stands first. Of the registered publications 210 were purely educational in their aim.

IN the course of his remarks at the last distribution of prizes at St. Andrew's High Schools, Bangalore Mr. Lee-Warner, the British Resident, Mysore, made the following observations:—"A variety of school and a healthy competition is most desirable for parents as well as scholars. No one is worthy of British parentage who does not learn to take a defeat with good temper as well as a victory with grace. We learn more by failure than we do by success. When I speak of failure or success I do not refer only to the results of examinations upon which the report just read dwells with such regret. I am doubtful whether examinations do not produce more mischief than good. Masters in particular require to be warned that the general tone of a school is of more value than prizes or first classes. The backward boy and he who never can win a prize needs education more than the clever lad, and education does not mean instruction, nor end with school hours. I hope that in the course of the next few years I shall frequently find you in competition with your rivals, fighting fair, fighting hard, but with good temper. The object of different schools under different management is to secure the stamp of different national character upon the young, but at the same time with this individuality to impress equally upon all the broad common sentiment that there is a common meeting ground in our British nationality for Scotchmen, Englishmen, and Irishmen; aye more for the sons of Great Britain and the greater Britain, upon which the sun never sets."

ARRANGEMENTS are now being made by the Trustees of the Indian Museum, for placing together a complete collection of casts of the Asoka inscriptions existing in various parts of India.

PRESIDING at the last annual distribution of prizes to the successful students of the Sir Dinshaw Manockjee Petit Gymnastic Institution, Bombay, His Excellency Lord Sandhurst observed:—"I cannot help saying that while we like to see boys work hard at schools and young men at Colleges, to my mind it is equally necessary on the principle that we should do everything that we can undertake with all our heart, and that we should also work as hard at our games. There can be no doubt about it that the harder young men are required to work at the colleges, and the more they pore over their books, the greater the necessity for active exercise at the proper time and season. Active exercise is good, and there can be no doubt that it stimulates the mind and invigorates the brain, and altogether gives a keener zest to the work when the scholars return to their books."

tory or in Mathematics or in Latin, as the case may be—are sought, and it is right that this should be so. But why should it be otherwise in the case of English alone—a subject assuredly yielding in interest and importance to none other? Far be it from me to deny that a graduate of any University in the United Kingdom—whether with a "pass" or an "honours" degree, wherever such distinctions exist—can develop into a capable English Professor, given average intelligence, interest in the subject and a conscientious application to it of three or four years' duration; but I do most strenuously deny that such a graduate is *ipso facto* and without any previous study of the subject competent to "profess" English. Indeed, it is an undoubted fact that some men under these circumstances—whatever the reason may be—do not develop into competent English professors. This conclusion may fairly be drawn from many of the University papers, set presumably by Professors of English. I also recall the following story. A few years ago a man with the "ordinary" degree from one of the older English Universities was carefully selected for a certain College in a certain part of India. At school he had been distinguished—as many a prize testified—for skill in athletic exercises, but for naught else. Of the rudiments of English Grammar he was absolutely ignorant; but he knew something of Latin Grammar. Hence it came to pass that for two or three years he most religiously used to teach his undergraduate students that nouns and pronouns in certain positions were to be parsed as being in the ablative case and that English adjectives were not correctly parsed unless they had been stated to agree in gender, number and case with their respective nouns. As for the adverbial objective in English—he

could make neither head nor tail of it. This gentleman is still a Professor of English Language and Literature somewhere or other, I believe. Unfortunately I have reason to think that this case is not unique. To show the eagerness, too, with which men professing other subjects than English desire to pose as authorities in English, the following instance may be given. Not long ago I had my attention drawn to the following "howlers" from 'Notes on Byron's "Siege of Corinth"' by a Professor who has evidently yet to learn the wisdom of the old saw—*ne sutor ultra crepidam*. "Main sea, ocean. Lat. marinus, 'belonging to the sea.'" "Carnival, Der. Lat. carni, to flesh, (dative case); vale, farewell." As the Italian word is spelt without an "i" the learned Professor implies that philologists are mistaken in supposing that the English word was borrowed from Italian: it was borrowed from English—England it is well known being the original home of the Carnival—and obscured the derivation by their mis-spelling. I can call to mind only one appointment in recent years of a man who had taken "Honours" in English in a British University to a chair of English—we allude to the appointment of the present Principal of Pachaiyappah's College to the chair of English in that Institution a few years ago. Mr. Quinn is a London Master of Arts.*

As a result of the lack of English scholarship in many of those who profess English there is a tendency in some quarters to decry the study of the elements of English grammar by Hindu students. That Hindu students and graduates do not require—in order to

* It is only recently that the older Universities of England have recognised "English" as a subject of Examination.—(ED. E. R.)

speak and write English far better than they now do—such an intimate acquaintance with English Grammar as may be obtained by a diligent study of the monumental works of Koch and Mätzner may be freely conceded; but that anything less than what is contained in such a really first rate *manual* as “English Grammar including grammatical Analysis” by C. P. Mason will suffice to make them even fairly proficient in English I emphatically deny. Mason’s Grammar has just been named for the very simple and sufficient reason that I am not acquainted with any other book professing to cover the same ground that is at all fit to be compared with Mason’s for honesty of treatment and all-round trustworthiness, soundness and common sense. In fact I have never ceased to wonder how it comes about that though Mason’s book has been before the educated public for over a generation it is practically unknown in the Schools and Colleges of the Presidency, and how it happens that those responsible for the teaching of English in these Institutions will persist in putting into the hands of their pupils such unsound, unsuitable, manuals as those by Bain, Meiklejohn and Mr. Sheppard. Had a recent caterer for Matriculation English really studied Mason’s Grammar—which he rightly recommends in his Preface—his book would have been truly valuable; as it is, the book can only be used for its exercises and even then with the utmost caution.

Some of the statements made above will surprise many of the readers of the *Educational Review*. It behoves me therefore to adduce a few instances of genuine “howlers”—perpetrated not by examinées but by examiners. I take no pleasure in thus publicly drawing attention to these blunders; but I feel bound to give just a few samples in order

to substantiate my assertions and to prepare the way in some measure for a consideration of the subject of this paper. First will be adduced some examples drawn from University papers.

In the F. A. General English paper of 1884 will be found the following question: “What English words are suggested by the following old customs? (1) It was anciently the custom with buyers and sellers to break a *straw* (*stipula*) between them. (2) These words descend to us from a period when it was the custom to *thrill* or *drill* the ear of a slave in token of servitude. (4) When a Roman general returned victorious, a triumph was granted him; he was drawn in a chariot to the Capitol and a bull was sacrificed in his honour; but when his deeds were of less merit, only a sheep (*ovis*) was sacrificed.” The answers expected were:—(1) *stipulation*; (2) *thrall* and its derivatives; (4) *ovation*. An elementary knowledge of Latin (a capable Professor of English without a fairly good knowledge of Latin is an impossibility) and of phonetics would have shown the utter untenableness of the etymologies so airily suggested. In the F. A. paper of 1882 we have:—“Define the expressions—Noun of multitude and Collective Noun.” The distinction here referred to is needless and the examination was not on Bain’s Grammar. It is quite possible for excellently well-taught students to be ignorant of the quite unnecessary term “Noun of Multitude;” and an Examiner who knew his business would not set a question implying an acquaintance with the nomenclature peculiar to one particular manual, and that not by any means the best of its kind. The next question is:—“Give a simple rule for determining the number of the verb following such nouns.” The

question is inelegantly and inaccurately worded: The point for decision is—“in what number should the verb be whose subject is a Collective noun in the singular number?” The words “a simple,” too—considering that there is only one rule and that an extremely simple one—suggest to an examinee’s mind the profundity of the examiner’s: in reality they reveal the extreme superficiality of the knowledge of Grammar possessed by the latter. In the same paper occurs the question:—“Give the past tense and passive participle of,” &c. The Examiner calmly assumes that every perfect participle is also passive. Nothing can be further from the truth. The perfect participle of a transitive verb is of course passive. The perfect participles of *come* and *go*, for instance, are not passive. (One of the verbs given by the Examiner was intransitive.) In the F. A. paper of 1892 candidates were asked to do the impossible by the sapient Examiner. “‘The stream was very shallow. Consequently I could not swim in it.’ Express the thought of these two sentences in a simple sentence, employing the correlatives ‘so—as.’” The question shews a sadly imperfect acquaintance with the principles of grammatical analysis. A Fourth Form teacher who should teach his boys that “The stream was so shallow as not to admit of my swimming in it” is a simple sentence would certainly prove his incompetence thereby. Analysis, indeed, although devoutly made a parade of by many Examiners, is undeniably their great stumbling-block. The wording of their questions on this head shows this unmistakably. (The Examiner who set the Matriculation English paper last December seems by the way to be an honourable exception. He speaks rightly of a “principal subject” and a “principal predicate” but not of a “principal sentence.”)

In the F. A. paper of last December two passages were set for analysis—why, no one can possibly say. Either passage by itself would have answered very well for testing a candidate’s ability to analyse correctly. The first passage though consisting of only four lines of verse would have been quite sufficient as it contained the difficult word “but” in the last line. “‘Difficult?’” I seem to hear a chorus of Professors and Examiners exclaiming; “not at all! Instead of ‘but’ substitute ‘that—not,’ and then, hey presto! the thing is done!” Now this substitution-juggle with words is exceedingly common, but it is juggling and not grammar. It is not a practice that commends itself either to one’s common sense or to one’s sense of honesty. When asked to parse a certain word one has no right to say virtually; “I decline to parse that word; but if you will allow me to substitute two other words for it, I shall parse those words; and you must take this as an answer to your question!” The second passage by itself would have also been—except for its length—an excellent test in analysis. The troublesome part of it is the third collateral sentence, beginning with the word “however,” which alone would have taken a good deal of a candidate’s time to analyse. In question IV, (a), (4), the candidates were requested to scan a line written in imitation—such as it is—of the Classical Hexameter: a flagrant injustice to the vast majority of candidates—Hindus. In question V, (b), (1) the candidates were asked to put “Anglo-Indian officials” in the nominative case in recasting a certain sentence containing that phrase. “Officials” being a noun of course has case, but “Anglo-Indian” being an adjective is as such incapable of case in modern English. In V; (b), (2) a compound sentence—if ever there

nization scheme is still with the Government of India, but will be sent shortly to the Secretary of State. It is intended to divide the department into three branches, European, Provincial, and Subordinate Educational Service. The first will be recruited in England, the second and third in India. The future scale of pay will be fixed independent of race, it having been decided that as a general rule the dominant factor determining the rate of pay should be the place of recruitment. The Governor-General in Council does not propose to go back on the past now and in connection with a large graded educational service to allow full pay to native officers who are appointed under rules or under covenants which limited their pay to two-thirds of that drawn by the European members of the service.

His Excellency the Viceroy in Council has declined to extend the right of voting for, or being elected to, Fellowships of the Calcutta University to B. A.'s of 25 years' standing.

THE offer made by the Maharajah Sir Jotendra Mohun Tagore to make over to the Bengal Government an endowment of Rs. 15,000, for the foundation of Scholarships for the promotion of Sanskrit learning, has been accepted by the Lieutenant-Governor.

THE Committee appointed to revise the Code for European schools, concluded its sittings on Saturday, the 9th of March. The old system of payment by results has been unanimously condemned, and the system now in use in Bengal, under which grants-in-aid to schools are made on the average attendance has been generally approved. The Committee is also of opinion that a training College for teachers is urgently wanted. The best European schools import their principal teachers from England. Junior teachers have to be engaged in India, and it has been found impossible, owing to the want of a training college, to obtain the services of competent persons. The claims of the poor were not overlooked by the Committee, and grants for appropriate subjects of instruction, and the necessary apparatus, have been recommended.

WE are glad to learn that the suggestion made at the Annual Meeting of the Dufferin Fund held on the 8th March, has at once met with response, the Maharani of Dumraon, with her accustomed generosity, having subscribed the sum of Rs. 2,000 towards providing a boarding house for the female native medical students at the Campbell Hospital. General Sir Henry Brackenbury has also made a handsome donation towards the same object.

WITH the object of ascertaining whether it is desirable to prescribe something like a uniform course of studies in Government High Schools, the Principals of Government Arts Colleges in Bengal have been requested to be good enough to furnish the Director of Public Instruction with a list of text-books read in every subject of every class in the collegiate school under their charge.

NORTH-WEST PROVINCES.

AN Allahabad correspondent sends us the following:—Besides several schools and one Government College, Allahabad boasts of three important institutions, at which students mostly congregate. These are the Bharti Bhawan Library, the Friends' Debating Society, and the Literary Institute. The Bharti Bhawan Library is a free library in the heart of the city. It was established in 1889, and owes its existence to the public spirit and generosity of two noble gentlemen of this place, Lalas Bipwaniprasada and Brigmohandal of the well-known family of rich bankers, Gopinath and Gya Bovada. These worthy brothers have continued to maintain it at great cost and expense to themselves. Its main objects are to collect ancient Sanskrit and Hindi MSS., to encourage the study of Sanskrit literature and to bring within easy reach of the general public the inestimable advantages of literary pursuits. The Library boasts of 3,000 volumes of useful English, Urdu, Sanskrit and Hindi books. About fifty newspapers, in English, Sanskrit and the Vernaculars of the Province, of all shades of opinion and of the latest date are to be found daily on its table. These newspapers, periodicals and books are at the disposal of the public who may choose to come to the Library from 7 to 11 A. M. and from 2 to 9 P. M. On a deposit of Rs. 5 one becomes a member of it and then is eligible to remove books from it. Its annual expenditure is about Rs. 600 to which if the cost of lighting, punkah, and the house-rent be added, the amount would swell to about Rs. 1,000. All this expense is borne by the founders alone. Its Fifth Annual Meeting was celebrated last month, T. C. Lewis, Esq., M. A., the Director of Public Instruction of these Provinces presiding. Several gentlemen spoke in favour of the study of the Sanskrit language. The President said that it appeared to him that the institution was well kept and a convenient one. It reflected great credit on the founders who were maintaining it at great pecuniary sacrifice to themselves.

FROM the Government of India's review of the report for the year 1893-94 of the Forest School at Dehra Duri, we learn that of the 106 students who attended the school during the year, 68 were in Government service or were helped by Government, 5 were the nominees of Native States, and 33 studied as private students. The proportion of private students attending the school has increased from 17 per cent. in 1890-91 to 31 per cent. during last year. Of three stipendiary students selected by Local Governments, one died of consumption, a second was remanded owing to physical unfitness, and the third on account of his insufficient knowledge of the English language. The Government strongly deprecate such laxity in the admission tests, whether physical or educational. Increased facilities for instruction have been secured by the erection of adequate school buildings and the more efficient arrangement and equipment of the museum and library. At the final examination

held in March 1894, on the conclusion of the course of instruction, 39 students obtained the Ranger's certificate and 13 the certificate of the lower or Forest class.

IN view of the fact that the Gilchrist Scholarship tenable in England by natives of India was declined last year by two of the graduates of the Allahabad University to whom it was successively offered, the Vice-Chancellor of the Allahabad University has, we learn, lately addressed a letter, through the local Government and the Government of India, to the Trustees of the Gilchrist Fund, suggesting that a higher limit of age for candidates than the present one should be fixed. In case the Gilchrist Trustees accept this proposal, older men who are able to appreciate the advantages of pursuing a higher course of studies in Science in one of the English Universities, will be ready to come forward as candidates.

PUNJAB.

A PROPOSAL was under consideration for the abolition of the Municipal Board School at Amritsar and for handing over the building thereof to the Church Mission Society. As this was the only school which was not managed by any particular religious sect or body, and in which instruction was carried on purely secular lines, the proposal caused great excitement in Amritsar, and a public meeting was held on the 3rd ultimo to protest against the contemplated action as injurious to the interests of the public. The Municipal Commission of Amritsar, before whom the question of the contemplated abolition came up for discussion have resolved not to hand over the school to the missionaries.

THE Gilchrist Scholarship, tenable in England by natives of India, being placed, for 1894, at the disposal of the University of Allahabad and the Punjab University, conjointly, was allotted by the Government of India to Mata Prasad, M. A., Queen's College, and was declined. The scholarship was next awarded to Hari Prasad Vidyant, of the Muir Central College. This graduate also declined the scholarship, which was consequently awarded to the nominee of the Punjab University. It is proposed that in future the Gilchrist Scholarship shall be awarded once every six years to each of the Universities of Allahabad and the Punjab, singly, instead of, as now, every three years conjointly. This of, as now, every three years conjointly. This arrangement has been approved by both Universities, and will, it is hoped, be sanctioned by the Trustees of the Gilchrist Fund.

A BOARDING House in connection with the Arya Girls' School, Jullundur, will be opened this month. The House will not accommodate more than twenty girls. Necessary arrangements have already been made, and an Honorary Lady Superintendent and two Lady Inspectors have been appointed.

SIR William Rattigan, the Vice-Chancellor of the Punjab University, left for England on the 18th ultimo.

FOREIGN.

LORD ACTON has been appointed Regius Professor of Modern History at Cambridge in the room of the late Sir John Seeley. Lord Acton is probably the first Roman Catholic who has held high office in either of the English national Universities since the reign of James II. He is a pupil of Dr. Dollinger, and strenuously defended the views of his old teachers during the Vatican Council.

THE vacancy in the Sadlerian Professorship at Cambridge, caused by the death of Dr. Cayley, has been filled up by the election of Dr. A. R. Forsyth, F.R.S., University Lecturer in Pure Mathematics. Dr. Forsyth is well-known as the author of standard text-books on Differential Equations and the Theory of Functions, and of many papers on the higher branches of Pure Mathematics. He is a Fellow of Trinity, and a member of the Council of the Senate.

THE Report of the Syndicate for the encouragement of advanced study and research at Cambridge has lately been issued. It proposes that approved graduates of other universities, of not less than twenty-one years of age, should be admitted as Advanced Students, with certain special privileges. Such students are to pursue, under the supervision of committees of the special Boards of Studies, (a) courses of advanced study, or (b) courses of research. The former class may be admitted, after three terms, to a part of a Tripos examination, and if they attain therein a sufficiently high standard, their names will appear in a special list distinct from the Tripos list. After residing two years, they may be admitted to the B. A. degree, and thereafter proceed in the usual course to the M. A. and other higher degrees. Research students, are, after three or more terms' residence, to present a dissertation adjudged by a Degree Committee to be "of distinction as an original contribution to learning, or as a record of original research." For this a special "Certificate of Research" is to be granted by the University. Holders of the certificate who have resided at least two years, are to be entitled to the B. A. degree, and to proceed to higher degrees in the ordinary course. Cambridge graduates may, on like terms, obtain the "Certificate of Research." The Report will come before the Senate for public discussion during the present term.

AT a meeting held at the Teachers' Guild Offices, on the 19th February, presided over by Dr. Wormell, and at which a large number of influential persons were present, to consider a suitable form for a memorial to the late Miss Frances Mary Buss, it was resolved, in addition to some permanent memorial at the North London Collegiate and Camden schools for girls, which were founded and developed by the

was one—and an easy example too of the contracted compound sentence—is called a “simple sentence!” In V, (b), (3) another compound sentence is called “simple.” The sentence in question V, (b) should have been included along with those given for criticism under question I; but this the Examiner evidently failed to see.

One or two instances of serious blundering in Matriculation papers will now be given. In 1888 was set the following question:—“Give abstract nouns (not *participles*) from . . . give adjectives (not *participles*) derived from . . .” This question shews a most discreditable inability to distinguish from one another the various *-ing* formations from a verb stem; and yet students in Vth and VIth Forms are frequently asked at examinations—and it is to be presumed correctly taught—to discriminate between one *-ing* formation and another. The abstract noun, the present participle, the concrete noun and the descriptive adjective, it is true, have the same termination, but that is no excuse for confusing together these wholly different formations. As well might it be said that it would be a very trivial error to regard *r-ing*, *s-ing* and *pudd-ing* as being all participles, or all adjectives, or all abstract nouns on the strength of their terminations alone. A participle in *-ing* is never a noun and is more than an adjective. The question ought to have been thus worded: “Give abstract nouns, with other terminations than *-ing*, from” &c.; and similarly in the latter part. In the same paper occurs the question:—“Rewrite as a complex sentence introducing *but* as a relative: ‘Every cloud has its silver lining.’” Now it is very frequently asserted—even, *ad nauseam*—that the word “but” is often a relative pronoun—nay, what is more than this and would be regarded as a monstrosity in

any language, a negative relative pronoun; but not the least shred of evidence in support of this startling transformation of a mere preposition or conjunction into a pronoun—and that a “negative relative” pronoun—have I ever come across. I have only encountered complacent iteration. The reason for this absence of proof is very simple: there is absolutely none. It is no proof, of course, to say that it *must* be a “negative relative” because Bain “says” so or Meiklejohn “says” so; for to this may be opposed what Mason “says,” and as grammarians Bain and Meiklejohn distinctly rank far below Mason. But the matter is not to be settled by what this or that grammarian says. Like many another grammatical point, it simply calls for historical investigation and—what Whately said was a very uncommon possession—common sense. In the Matriculation paper of 1889 appeared the following question:—“Analyse the following sentence into the members of which it is composed, pointing out the principal sentence and stating the nature and grammatical construction of each of the subordinate clauses.” It will be shown later that there is no “principal sentence” as apart from the whole of a given complex sentence—such as the Examiner was at such needless pains to ask for—in the system of analysis set forth by Mason and from him borrowed by Bain—a high authority where the logical side of grammar is concerned. I may add that all clear-headed writers on grammar since Mason and Bain have adopted this system. It is the only correct system. Considering how Bain has reigned supreme in the class-rooms of the Presidency for quite a generation, I can only marvel at the fatuousness of those teachers of English who have sedulously taught that

a brief outline, to be filled in by their subsequent reading.’ But History should never take up time that might be devoted to those supreme mental gymnastics, Mathematics and Language. It is no answer that the excellent memory possessed for the most part by native boys renders the acquisition of historical facts comparatively easy. In the first place, I would seriously question the utility of the acquisition of such facts apart from the principles which bind them together, the deductions which may be drawn from them, and so forth, apart, that is, from that study of History which, I repeat, can only be profitably undertaken by the ripened intellect. In the second place, a good memory is too often a fatal gift. It tends to make its possessor content with the cheap acquisition of other people’s thoughts, instead of stimulating him to think out things at first hand for himself. The wise educator will not overload a good memory with crude masses of undigested knowledge, but will rather make it the handmaid to the development of higher mental endowments—the taste, the imagination, the judgment. We come back again to the question, why this plethora of subjects, in defiance of all the laws of sound Education? To begin with, the public confuses knowledge with training. And further, there is the underlying thought that as you cannot tell when a particular subject may come in useful, therefore let as many subjects be taught as possible. So completely indeed has Utility become the Ideal of Education in the mind of the public that, if to-morrow in any school of liberal studies, it were proposed to add Shorthand, Book-keeping and Commercial Correspondence to its already over-burdened curriculum, I do not believe one parent in a hundred would be found to object to it.

Well, I have had my grumble. It is the grumble of a teacher who has suffered in conscience, in moral tone, and in enthusiasm for his work through being compelled by the force of circumstances to become a huckster of intellectual wares, instead of being a humble co-operator with nature in the discipline of mind and character.

That a vicious system has had it all its own way I would be the last to affirm. Minds of superior energy are being trained in spite of it. They take such food as suits them and reject the rest. It is the average intellect that an educational system makes or mars. And it is on behalf of this class I have written.

E. T. DAVIES.

SOME POINTS OF ENGLISH GRAMMAR.

There is perhaps no subject of instruction in our Schools and Colleges worse taught than English. The fact is undoubted and generally admitted. Only three or four years ago with a view to the improvement of English teaching throughout the Madras Presidency the standard of Matriculation English was—rightly in my opinion—considerably raised by means of certain changes involving the abolition of the study of prescribed text-books. For some dozen years or more before this it was notorious that many students were able to enter the portals of the University and begin their undergraduate studies with a very scanty and miserably inadequate equipment in the matter of English. A number of wretched bookmakers, all alike afflicted with the *auri sacra fames*, &c., and all alike caring naught for the true interests of students, used to publish year after year “Notes upon the Matriculation

Text with FULL PARAPHRASES of the poetical selections" and it was found that a mere senseless cramming of these detestable "Paraphrases" helped many candidates to cheat the University and secure a Matriculation pass. One well-known bookmaker indeed used to content himself with publishing notes on the poetical selections alone—i. e., on only one-half of the text prescribed—together with his "paraphrase," a most significant fact! The notes, where they were not unsound or unscholarly or inaccurate, were usually of the "farthing rushlight" order. The calibre of these "notes" may be readily gauged by a single example. Readers of this *Review* will be acquainted with Hood's fine poem "The Dream of Eugene Aram," in a certain stanza of which a little boy is described as having retired to a corner of the playground in order to devour "The Death of Abel." With one consent these annotators used to state—the poem was prescribed more than once or twice—that the lad was reading the brief Biblical account of the murder of Abel! Such a "howler" is fit to rank with the finest of those perpetrated by a certain Reverend J. Macmillan who some five and twenty years ago was wont to amuse teachers and students with his astounding vagaries in the way of annotations on the Matriculation English Text. Two of the best-known are the Reverend commentator's paraphrases of two passages in Scott's *Marmion*—"Shake not the dying sinner's sand!" and "my basnet to a prentice cap, Lord Surrey's o'er the Till!" The first passage was rendered "shake not the dying sinner who is lying on a bed of sand!" and the second passage was said to mean "May my basnet be reduced to the shape of, or flattened into an apprentice's cap if Lord Surrey, &c." How the men who

made it their business to write "Notes" systematically shirked textual difficulties will be evident from the following story related to us by the Examiner himself—a well-known Chaplain. Having been appointed Examiner he prepared himself for his duties by collecting and diligently conning the "Notes" published by the various commentators and then set a paper of questions mainly on points studiously ignored by these gentry. The result of this was a tremendous slaughter of candidates. To remedy then the state of things described above a new Matriculation English scheme—as has already been said—was elaborated. This new scheme had been barely a year in operation when rumours were set afloat and have continued unchecked up to the present time—to the effect that text-books would be re-introduced! The truth of the matter is that text-books or no text-books—and for my part I unhesitatingly prefer the present scheme—no improvement in the results of English teaching need be looked for so long as that teaching itself is in the hands of men who have no pretensions to English scholarship. For fact it is, sad and undoubted and amply evidenced by question papers set in High Schools and Colleges no less than in connection with University Examinations, that there is a "plentiful lack" of sound English scholarship in many professing teachers of English. Is it not a fact that in many cases men have made a "profession" of English and been making believe to teach it to students at the same time that they were studying it themselves? When a Professor of Latin or of History or of Mathematics or of Biology is required, the services of a specialist—of one who has especially studied and passed with more or less distinction in Biology or in His-

pupils all Bain's errors while they have refused to follow him where he is quite sound, viz., in his analysis, where he treads, as he acknowledges, in the steps of Mason.

N'TIMPORT.

READING AND RECITATION IN SCHOOLS.

The human voice used in public speaking is now a great agent in effecting every kind of reform. To-day everybody ought to learn to speak and to read, because anybody may have to do so in public. The advance of civilization has so multiplied the number of public meetings that at every turn we have recourse to lectures, addresses and speeches. Meetings, Committees, Local and Municipal Boards, Congresses, Electoral Assemblies, Legislative Councils, Educational and Commercial Assemblies, Mutual Benefit and Provident Societies, Literary Reunions, Reading and Debating Clubs and Political Associations are so many new developments of public life which include all classes of citizens, and in which at any moment the most obscure as well as the most illustrious men may be called upon to perform a part as readers or orators.

Apart from the profession of schoolmasters and lawyers with whom speaking and reading aloud are a *sine quâ non*, there are various functions which the pupils of our schools and colleges will be called upon in after-life to perform. Will they not often be obliged to read aloud a report, a balance sheet, minutes of proceedings, or plans? If they read badly, will they not be misunderstood, misapprehended, and probably somewhat ridiculed? If they read and speak well, will not their discourse be all the more clear, the more convincing? Undoubtedly so. The idea of reading

and distinct enunciation which they acquired at school will cling to them in their after-life. As men they will utilise what they learnt as scholars; and their talents as readers, if not as orators, will enable them all the better to fulfil their responsibilities and discharge their duties and rights as citizens.

But the general opinion of educated parents and all thoughtful observers is that little or nothing is done in our schools to get good reading out of native children, and that good readers, and therefore good teachers of reading, are few. This fact must be admitted; and until we teach a proper style of reading and train the child's voice carefully, good readers will remain few.

A recent writer on this subject is not afraid of putting down on paper that "when children come to school they can read and speak; when they leave school they can do neither the one nor the other." He says further that "children are admirable masters of what we call style in speech. Their intonation is so true, so exact. The organs of the mouth lend themselves to the changing feelings of the child, and the voice attains a bold flexibility" "which clever actors often strive after in vain. Did you ever listen to a youngster telling another a secret, or recounting some mysterious scene at which he has assisted? All the voices of the actors in the scene are copied; every tone is there; you have them before you. Well, put that same youngster on immediately afterwards to read for you a bit of poetry, and you will get the silly monotone of the reading child. These great professors of the art of reading cannot read." This means that children know how to read, but that they cannot read. And why? Because they are not taught, or taught badly. They are allowed to read too

fast or to gabble, and they learn to be nervous, monotonous and careless; their pronunciation is neglected and their sympathies are dulled and checked in the junior classes of schools, while in the forms there is little or no reading aloud or speaking under the lecture system, according to which the students are required to listen passively while the lecturer delivers the day's lesson. There is next the madness of looking on literature as mere rote work or dictionary stuff, and not as something to be interpreted by the living voice. It is this neglect then of the training of the voice and the art of reading and recitation that is to blame for the indistinctness of utterance, incorrect enunciation, bad accent and worse pronunciation, and the monotone which prevail in the bulk of our schools. If this be an evil and a growing evil that needs a remedy, then it is clearly a matter that needs ventilation. Without further preliminaries therefore, we shall ask the attention of our readers to the consideration of the subject which we have made the title of this article as a means of exciting some thought about the art of reading and speaking with clearness, force and elegance, an art which can be secured only by the careful utterance of sounds or the proper training of the voice in schools.

What a beautiful thing is a child's voice! That thin pipe not an inch long can express for us and does express for us every day by the use of the vocal organs, pathos, tragedy and comedy, and all the combinations of the three which even clever actors often try to secure in vain. But the child does not know this, and herein consists the charm, and herein is contained the success of the child's voice or its utterance of sounds.

In almost all air-breathing vertebrate ani-

mals there are arrangements for the production of sound or voice; but what is peculiar to the human race is *speech* or the utterance of sounds that represent names, thoughts and ideas. The vocal organs, as writers on anatomy say, "are chiefly the vocal chords, which are a peculiar arrangement of the membranous ligaments stretched across the larynx or the upper part of the windpipe in such a way that when the air is forced from the lungs through the larynx, the chords are made to vibrate like the strings of a vina or violin, and produce the sounds of the voice." By an all-wise Providence the muscles of the windpipe and of the mouth are so made that they can modify and vary the sounds as they issue from the mouth. There is hardly any faculty of the human body which shows more conclusively that our bodies are the product of an all-wise designing mind than the vocal organs. Here the small, delicate membranes in the larynx hardly an inch long, says Dr. L. Richards, "can be so vibrated that by the variation of their tension one-fifth of an inch, two octaves or more in a man's voice, or twelve full tones, in the diatonic scale, and twenty-four distinct semitones can be given. The voice has been so trained that the cultivated ear can distinguish five variations in each semitone, thus making the voice capable of one hundred and twenty distinct sounds, by varying the tension of the vocal chord one-fifth of an inch. This shows that one of these one hundred and twenty sounds or tones, with almost innumerable modulations can be made distinct to the human ear; results which are infinitely beyond all human skill."

Thus far we have referred to vocal notes in music; but as vocal tones in language or in reading and speaking are of much more practical importance to humanity than those

strict of Canara that this district, called anciently Tuluva, (from Brahmawar to Chandragiri) belongs to the people of this country as their own property, the reason assigned being that Parasurama reclaimed it from the sea for them. As a matter of fact S. Canara differs from other districts in this respect, that almost the whole District is private property and the Government claims very little of it as its own property. It is not the object of this article to say how far Hindus are right or wrong in their statement, but only historically to state the prevailing opinion. The myth alluded to is related in Sayadri Purana and Srama Padati. Parasurama, the so-called 6th incarnation of Vishnu, after having defeated twenty-one times the Kshatriyas in Agra wanted to settle in that country; but the Brahmins objected to it on account of his bloodshed. So he emigrated and went to Sayadri, a range of the W. Ghats in N. Canara, shot an arrow from the crest of the range, and won from the sea the strip of land along the W. Coast. To people the new country he raised some corpses to life, made them Brahmins and distributed them in the country, but he left them after some time on account of their unfaithfulness. This is the gist of the myth.

2. *Discussion.*—The tradition mentioned above, seems *prima facie* a mere legend, and the myth, of course, as it stands, is a myth. But we know from Greek, Roman and other histories that myths are mostly a representation of some truth which lies at the bottom of them. In this way accurate observers have found out the confirmation of many a Biblical truth in the myths of different nations. It suffices to mention here Natalis Alexander, a most learned man, though not always reliable in his opinions. So we must know how to read between the lines of the

myth. Likewise the tradition as it stands does not bear the signs of the tradition, which is a source of truth, viz., that it should be uninterrupted, ample, and about a matter in which error cannot take place; but if we find it confirmed from other sources, it will have doubtless some value. Let us then proceed step by step in valuing the tradition.

First.—The emersion mentioned in the tradition is not only theoretically possible, which needs no proof as self-evident, but also physically possible; for it is not against any physical law known to us, it is not against any other well-known fact. What physical law can militate against this fact that a part of the earth, for a time covered with water, should, after a certain period, either through some cataclysm or through the slow working of the forces of nature, emerge from the sea?

Second.—Not only is such an emersion possible physically, but also we have authenticated examples of emersion from, and immersion in, the sea. Three centuries ago an earthquake upheaved a bed of the sea and converted it into dry land in the District called now the Runn of the Cutch, so that numerous harbours were laid dry. At 7 P.M. of the 16th June 1819 a strong earthquake is said to have upheaved the W. Coast so as to form a long elevated bank 50 miles in length and 16 in breadth. It is well known that the island of Vypen was formed in a similar way. Mylapur is well known to have been not at the same distance from the sea as it is now. And, to come nearer to us, Tellicherry, which at present stands on the sea-shore, not more than 100 years ago was not so near to the sea, and the many rocks emerging from the sea are remnants of the formerly dry land. It is also well known that more than once, islands suddenly emerged from the sea and after some

time disappeared. From many facts collected it would appear that some places now dry, emerged from the sea either through some cataclysm or through the slow working of the forces of nature. Some have advanced the opinion, that the sea recedes from one coast and advances on the opposite coast. If this were true, it would be really interesting to enquire whether such a phenomenon is due only to erosion produced by the waves or to some other cause. All these facts prove only that the emersion of Canara (to limit the discussion to this District) from the sea would not be a fact unique in the history of the earth and that several analogous phenomena have occurred. Whether such a fact occurred in Canara remains to be seen.

Third.—It seems that it would be a good proof of this fact if we could find on the dry coast of Canara, shells and other trophies of sea bearing signs of antiquity. Now some assert that in N. Canara vast rocks many miles up the country are found to be stuck with oysters, shells and the like. The writer of this article has not seen such trophies nor, to say the truth, had occasion to verify the assertion; but admitting the truth of the fact mentioned, this would go far to prove, it would seem, the truth of the legend or, which comes to the same, of the substance of the myth. To this, some corroborative arguments may be added. Mr. Fisher, who lived on the W. Coast, in his letters, p. 10—11, says that this coast bears signs that it once was submerged. Colonel Lambton who visited Canara in 1806, found the face of Canara between Pattur and Mangalore very much broken, full of barren hills, round which the valleys wind like beds of rivers; and he says that the windings have every appearance of having been effected by the ingress of the sea.

Moreover, the hills of this district are said to be formed of a sort of loamy clay which on exposure becomes as hard as a rock. To say the truth, these arguments have no doubt some strength but do not seem to have an apodictical value. In fact to have an apodictical value, it ought to be proved that these facts cannot be explained but by admitting such ingress of the sea. But the facts can also be explained admitting that the soil was originally so; or by saying that they are due to the deluge of Noe or to some rivers now dried up which in former times flowed in that direction; and in other many ways.

Perhaps some one would try to prove the emersion of the W. Coast by arguments taken from geology, viz., examining the strata of the soil, &c. But even granting that the state of the soil bears signs of the submersion of the country in ancient times, one cannot see in it more than a probable argument; hence it is superfluous to dwell upon it. Though it must be confessed that at present no certitude can be acquired on this point, it is not to be concealed that several writers seemed to be very much inclined to admit this emersion. Dr. Fallow is said by Balfour (article *India*) to have shown that at a period geologically recent the present peninsula of India was a triangular island bounded on each side by the Eastern and Western Ghauts converging to Cape Comorin, the base of the triangle being the Vindhya mountain ranges—from which statement the emersion of the E. & W. Coast seems to follow as a corollary. Balfour himself says that the present condition of the country has been produced by an upheaval of the land, so that what was the ocean strait forms now the plains of India. Though Balfour in this passage does not speak of the W. Coast, yet from

his statement, if true, one could easily conclude the emersion of the W. Coast. And Thomson says (see *Imper. Gaz.* Vol. V, p. 60) "geologically it may be observed that the great core of the Western Ghauts, is of primary formation, enclosed by alternating strata of more recent origin. These strata have been broken up by prodigious outburst of volcanic rocks." Moreover the trap of the Deccan seems to be for some writers an argument for some cataclysm or volcanic eruption which might have had as a consequence the emersion of the coast. "The great volcanic outburst", says Hunter (*Imper. Gaz.* Vol. VI, p. 638), "which produced this trap commenced in the Cretaceous period and lasted into the Eocene period." To come to a conclusion, the emersion of the W. Coast, and especially of Canara, from the waters (if we take it as different from the emersion of the earth after the deluge of Noe, which deluge is beyond the pale of doubt) is not to be treated as a myth, for there are arguments in favour of such emersion, as stated above. On the other hand, those arguments are not of such a nature as to convince an unprejudiced mind of the truth of the emersion—at least if we except the argument taken from the trophies of the sea. But even this does not seem to possess an apodictical value; for, in order to possess such a value, it ought to be proved that those trophies belong to an age posterior to the deluge of Noe and that the only way of explaining this fact is to admit that the trophies are found there because those places were once submerged in water after Noe. Now, this is scarcely possible to prove. One might object that such trophies were either formed during the deluge or were carried by the deluge up-country, or they existed before the deluge. In the first case, was there sufficient time for such a formation?

In the second case, is it likely that they have been preserved after such an exposure? In the third case, the emersion would have taken place before the deluge of Noe at a time of some ancestor of Parasurama; and thus the question would be changed. Answers of some kind can be given to these objections, no doubt, but whether such answers would be such as to remove all doubts, is uncertain. Perhaps further researches may make this obscure and most difficult point clearer. At any rate from what has been stated it remains proved, it seems, that the tradition of the Natives of Canara on this point is not to be despised as a mere legend, and consequently that the myth of Parasurama probably expresses a disguised geological truth.

A. MAFFEI, S. J.

FEMALE EDUCATION IN INDIA.

In a former number of this *Review* I said that in the religious period of our history the highest education which was given to Aryan men was open to Aryan women also. I have advisedly used the word *Aryan* instead of the word *Brahmin*, because in that age the twice-born classes, especially the two higher ones, enjoyed almost the same privileges and freely moved together in society without observing caste distinctions. Intermarriages were then permitted between the two higher castes; they were entitled to receive the same kind of religious education (there were Brahmarishies and Rajarishies); any Aryan whose conduct and character were good was only deterred as fit to study the Vedas; and all Aryan women were allowed to educate themselves and get married or not as they liked.

But as the Aryans extended their conquests and the Aryan settlements increased in number, it was found impracticable to compel all

Aryan youths to study the Vedas. Military training became necessary for the Kshatriyas and technical training for the Vaisyas. Accordingly the distinctions between the three twice-born classes became more marked and defined; and the study of the Vedas was restricted to the male section of the Brahmin class, the priests. From this time forward the Aryan woman was also prohibited from studying the Vedas, and she was taught only the mantras necessary for the performance of the householder's rites, and psalms and prayers; and her moral education consisted in the reading of the Itihāsas and Purānas. Thus was the Aryan woman deprived of her right to receive a sound religious education, and her mind became a store-house of legendary lore.

By the prohibition to study the Vedas, the Aryan woman lost not only the opportunity of becoming acquainted with the philosophy and the true doctrines of the Hindu religion, but also the benefit of the discipline and training which the regular course of Vedic study gives both to the mind and the body. The rules of the Brahmacharya Asrama (period of religious study) enjoin strict celibacy, control of the animal passions, obedience and respect to elders, the faithful performance of duties, the virtues of self-sacrifice and forbearance, plain living and high thinking, and in brief the subordination of the physical to spiritual wants. These rules by effectually checking and regulating the conduct of a person in the most critical period of his life—the period of adolescence, when the animal passions are high and discretion is low, led to the harmonious development of the body, the mind, and the moral sentiments at the same time. The Brahmacharya training produced stalwart men and women, whose thoughts were holy and character high,

whose learning and wisdom have become proverbial. Their long life and deep culture enabled them to grapple with the subtlest problems in metaphysics and theology, and they have handed down to us a philosophical religion, which is our only surviving pride and which is an object of admiration even to the learned scholars of modern civilised Europe. This was the educational system which produced poets like Valmiki and Vyasa, a grammarian like Panini, philosophical thinkers like Patanjali and Goutama, and religious reformers like Sankara and Ramanuja. Is there any need for my writing more to shew that the denial of the advantages of this excellent system of education to Hindu women was a real national misfortune? It directly tended to the moral and religious deterioration of Hindu women, and indirectly through them the deterioration of the Hindu nation in general.

When it was ruled that Hindu women should not study the Vedas, as a natural consequence it was held that the sixteen Samskaras (religious rites), prescribed by the Sastras for all Dvijas, were not necessary for them. It was declared that marriage was the only Samskara that was indispensable for their salvation. Thus marriage became compulsory for every Hindu woman, and every Hindu parent regarded it as his sacred duty to have his daughter married. But owing to caste distinctions and other causes, the field for the selection of suitable husbands became limited, and the pernicious institution of early marriage was the result.

After the Hindu woman was deprived of her right to receive a regular course of instruction in the Vedas and Vedāntas, religion and morality were preached to her by means of the Purānas, Itihāsas and Upakhyanas. The

in music, it is very desirable that all our youths should thoroughly understand the nature and use of all the elementary vocal sounds of our language. Of course these vocal sounds are produced by the same organs as the musical sounds, but differ from them by the modulations which they receive from the muscles of the larynx and of the mouth. They are however greatly modified and improved by training and proper use, quite as much as are musical sounds.

This training should be given by the instruction received in the exercises of reading, of recitation and of speaking, when the subjects of enunciation, articulation and pronunciation should be carefully and well mastered. From first to last the reading lesson though seemingly a mechanical process of instruction in a technical art is in truth a living and life-inspiring method, resting on a sound and to that extent a scientific knowledge of the human mind. Such reading-style as will convey to the hearer with accuracy, spirit and colour, as well as distinct enunciation and emphasis, the thoughts of the prose or poetical lesson of the day is not difficult of attainment in a school, if the teacher first learns to read well himself, and if the standard of style be elevated in the eyes of the school as an art. So far as the use of the human voice is concerned in reading or speaking, it would be a blessing to all who are obliged to listen to what is read or spoken, if all our youth were obliged to go through a training in the elementary sounds of language similar to the process of the music teacher, who keeps his pupils upon the sounds of the musical scale. If the present imperfect, if not barbarous, oral use of the English language in almost all our schools is at all to be replaced by a thorough training of the voice which

will make oral reading and speaking intelligible and agreeable, some method of voice culture must be adopted by which perfect enunciation, articulation, and pronunciation in the use of the elementary sounds may be mastered by teachers as well as pupils. At present it may be safely said that not one native teacher in fifty is sufficiently master of all the elementary sounds to be able to teach and exemplify them correctly in the presence of their pupils.

Now let us consider in some detail the essential requisites in good oral reading and speaking. They are *first*, distinctness of utterance, *secondly*, good modulation, proper emphasis and correct pronunciation. Distinctness of utterance requires correct enunciation, perfect articulation and good pronunciation to which we have already referred. There are it is said some forty-one distinct simple and compound sounds, recognised in the formation of English words. By a free and rigid analysis of English words some linguists make more than forty-one sounds and some make less; but the forty-one sounds are considered sufficient to meet all the demands of the English language.

During the first efforts of the child in learning to speak, the parent should accustom him to hear every word so uttered as to impress every elementary sound perfectly upon his ear. At the same time he should be required in the school to enunciate every sound in every new word which he learns by imitating the teacher, until he is able properly to enunciate every one of the forty-one sounds as soon as his eyes rest upon the letter or letters which represent the sound. By a regular practice of this kind children can learn to give these sounds more readily and more accurately than they can learn the musical

sounds of the diatonic, or any other scale of music. - But it is a great mistake to suppose that a boy can leap into the art of reading, or read well to order. The teaching and practice should be kept up regularly and often, until the pupil gives good evidence of ability to master every sound without aid.

After the pupil has acquired some skill in imitating elementary sounds and word sounds or pronunciation, he should be regularly exercised in *articulating*, or joining the sounds as they may be required in words and syllables. Any word of more than one elementary sound will furnish an illustration. To analyse each word into its true elementary sounds and then to reconstruct the word with the same sounds articulated is the best method for securing perfection in articulation which is so necessary for good reading and speaking. In teaching the first lessons in reading, therefore, this exercise should be continued with all new words until the sounds in each word suggest themselves at sight as readily as any note in any part of the musical scale will suggest its right sound.

V. KRISHNAMACHARI.

(To be continued.)

"The normal child does for 'fun' what his remote ancestors did from necessity. He shoots the arrow from the bow, he fishes, he sails his boat, he builds a snow-fort and defies his enemies to capture it; he builds a hut in the woods and prefers it to all the luxuries of his home; he likes to eat raw what civilisation would make him eat cooked; a cave in the forest delights him; he makes voyages of discovery on crazy crafts; he takes to the water; he rides horses. Some say that much of the swiftness of movement in mankind is simply a relic of the 'monkey on the grape vine.' Perhaps so. At all events, each child is a microcosmic human race."

EMERSION OF THE WEST COAST OF INDIA FROM THE SEA.*

In the present article it is intended to examine, not at great length however, the tradition which we meet with in many places, especially in S. Canara, of the origin of the Western Coast of India. It is proposed to investigate whether the tradition that the W. Coast emerged from the sea is without any foundation, whether the myth of Parasurama is only a myth or a disguised truth.

First, the tradition and the myth will be explained, then their value will be discussed. This question may be discussed in two ways: the first way is to enumerate one by one some geological and other observations, to prove their authenticity and then to gather from them certain conclusions; the second way is taking as granted the authenticity of some geological and other observations, to hint at them in a sufficient, but not too detailed manner, and to gather from them some conclusions to the point. The first way can be pursued only by specialists for specialists, or for readers who can follow the researches of specialists. This way is not permitted here on account of circumstances; nor would it be suitable to the readers of the *Educational Review*: so there remains only the second way.

1. *Tradition and myth.*—It is an opinion widely spread among the Hindus of the Dis-

* The following article, kindly supplied us by Father Maffei, S. J., is not one which, strictly speaking, should find a place in the *Educational Review*. Apart, however, from its general interest and its method, the subject affords an illustration of the kind of work which lies ready to hand for our graduates all over India to take up, and which may be taken up with profit to themselves and to all interested in this country. To forward this good work is one of the objects of this Review.—(Ed. E. R.)

Puranas, originally eighteen in number, form the Hindu Mythology. Each of them gives a history of the world from the first creation. These works have been found to be useful instruments for spreading and popularising modern Hinduism. The popularity of these works among women and the ignorant masses rose so rapidly that in a short time numberless new Puranas were written, and the consequence is that at the present time there is not a single place of pilgrimage or shrine in India which has not its Purana or sacred history. Thus the religion of the Hindu woman became Idolatry. Every Hindu woman believed and still believes that by worshipping images of gods in temples, by hearing Puranas expounded by priests, and by visiting holy places, all her earthly sins will be forgiven and she will obtain eternal bliss after death. This form of religion has had the effect of making Hindu women pious and holy in a way; but by neglecting to forcibly impress upon their minds the eternal truths of real Hinduism, has filled their minds with superstitious and false beliefs, and blind faith in religious customs and observances.

The Itihasas and Upakhyanas are historical legends written for the special purpose of inculcating some religious or moral principle. The epics, Maha Bharata and Ramayana, belong to the class of Itihasas; the former contains more than three hundred legends, and the latter about hundred. General morality and domestic virtues are so well and graphically illustrated in these legends, that the Hindus have all along, during the past three thousand years or more, regarded these works as the very best instruments for teaching morality to the whole nation. These two works were so highly appreciated by all classes of the people and so effectual was their moral teaching,

that both of them have been translated into almost all the vernacular languages. Hindu women have always been encouraged to read these works or to have them read and explained by learned Pundits. Many a Hindu woman learned to read and write her vernacular, and not a few wish to do so now, in order to be able to read the Ramayana and Maha Bharata for herself. The lives of virtuous men and women narrated in these works serve to impress upon the minds of the readers and hearers the importance of the virtues possessed by these great personages; and it is the pride of every Hindu to try to imitate these ideal men and women in all their thoughts and deeds. This is the rare kind of moral education that has been given to Hindu women for the past thirty centuries, and the whole world knows the wonderful effect it has had in keeping the Hindu woman in the path of morality and in the practice of those domestic virtues for which Hindu women are famous.

S. MALHARI RAO.

(To be continued.)

ORIGINAL ANSWERS.

Q.—To whom, and under what circumstances were the following words spoken:—"Take away this bauble?"

A.—By Henry VIII. to Cromwell when he brought him Anne of Cleves to marry.

Q.—What was the sentence pronounced on the barren fig-tree?

A.—Cut it down why encumbereth it the ground?

Q.—Who were the Pharisees?

A.—1. The Pharisees were a mean set. On one occasion they brought our Lord a penny, which he rejected with scorn, saying unto them, "Whose subscription is this?"

A.—2. The Pharisees were very hypocritical men. They fasted in public, and in secret devoured widows' houses.

A BRIEF HISTORY OF PUBLIC INSTRUCTION IN MYSORE.

SECTION II. 1872—1881.

(Continued from page 118.)

16. It will be interesting to give a few statistics in tabular form to show the progress of the department since its formation up to the end of 1880-81.

Year.	Schools.	Pupils.	Cost to Government.
1859-60	Not known	622	Rs. 24,324
1867-68	110	6,935	„ 95,525
1871-72	693	24,201	„ 1,90,050
1880-81	1,087	42,657	„ 2,99,399

17. *Controlling Agencies.*—In 1872-73 besides the Director there were two Circle Inspectors and eleven Sub-Deputy Inspectors, of whom one was in charge of Hindustani Schools. Mr. Garret went on furlough during the year and Mr. Rice was appointed to act as Director. Mr. Hodson was transferred to the First Circle as Inspector, and Mr. E. Marsden, B. A., Assistant Master of the Bangalore High School, was appointed to officiate as Inspector of the Second Circle. Mr. Garret who was on furlough retired from the office of Director in January 1874 and Mr. Rice succeeded him permanently. The office of Deputy Inspector of the Headquarters Circle was created from the 1st August 1873, Mr. Marsden who was appointed to the office continuing to act as Second Circle Inspector. Mr. Hodson was confirmed in 1874 as First Circle Inspector and Mr. Marsden as Second Circle Inspector, and Mr. J. Vs. Pope, B. A., was appointed Deputy Inspector. The number of Sub-Deputy Inspectors increased in

1875-76 to fifteen. In 1876-77 and the following year drought, dearth and famine depopulated the villages while cholera and small-pox decimated the famishing people in every direction. The resources of Government became crippled, and expenditure had to be curtailed in every direction. The two Circle Inspectorships were abolished in 1878, Mr. Hodson was transferred to Burma, and Mr. Marsden to Coorg as Principal of the Mercara Central School. The work of inspection was divided between the Director, five Deputy Inspectors and seventeen Sub-Deputy Inspectors, two of whom were in charge of Hindustani Schools. The Controlling Agencies continued to be the same to the date of the Rendition in 1881.

18. *University Examinations.*—The following tabular statement gives the results obtained by the Colleges and High Schools of Mysore in the University Examinations:—

Years.	Bachelor of Arts.	First Examination in Arts.	Matriculation.
1871-72	7	3	55
1872-73	3	9	48
1873-74	...	10	43
1874-75	1	18	45
1875-76	2	12	52
1876-77	4	3	104
1877-78	1	15	62
1878-79	3	17	26
1879-80	2	19	92
1880-81	6	18	126
TOTAL ...	29	124	653

the other in the Cantonment of Bangalore. "Opposition to girls' schools" says the Report for 1875-76: "is now seldom raised, but the people are not prepared to take any very active part in promoting them, nor willing generally to incur any expense in connection with the education of their girls." The attitude of the people towards female education is even now much the same as it was in 1874-75. In 1880-81 there were for girls two English High Schools, six English Middle Schools, seven Vernacular Middle Schools and forty-six Vernacular Primary Schools.

IS HISTORY A SCIENCE?

(Concluded from page 173.)

Mr. Hunter, in criticising our remark on the short-sighted Tory policy of George III. and his corrupt Parliament, says of us, "it is a very dangerous thing to deal too contemptuously with the poor people who lived before Darwin." Now contempt, no doubt, is an attitude into which no student of History or Biography should get—unless a fit character deserving of it arises. Mr. Hunter will allow that there are characters in history that call forth contempt. To look upon the Past and those who lived then with contempt, merely because they are connected with the past is to mistake the lesson of History and to go about the study of it in the wrong way. In rejecting all connection with the events and persons of the past we remove the foundation on which we stand. The civilisation, which we enjoy and on which all our hopes of the future depend, has its roots imbedded deep in the past and can be rightly understood and appreciated only by a study of the past. Yet, we believe that few historians would speak of George III. and his Parliament

in language far removed from contempt. Hear what the late Mr. Green, one of the greatest historians of England, says of George III.: "In ten years he reduced government to a shadow, and turned the loyalty of his subjects at home into disaffection. In twenty he had forced the American colonies into revolt and independence, and brought England to what then seemed the brink of ruin..... He had a smaller mind than any king before him save James the Second. He was wretchedly educated, and his natural powers were of the meanest sort. Nor had he the capacity for using greater minds than his own by which some sovereigns have concealed their natural littleness. On the contrary, his only feeling towards great men was one of jealousy and hate. He longed for the time when 'decrepitude or death' might put an end to Pitt; and even when death had freed him from 'this trumpet of sedition,' he denounced the proposal for a public monument to the great statesman as 'an offensive measure to me personally.' But dull and petty as his temper was, he was clear as to his purpose and obstinate in the pursuit of it. And his purpose was to rule. 'George,' his mother, the Princess of Wales, had continually repeated to him in youth, 'George, be king.'..... His resolve was to govern, not to govern against law but simply to govern, to be freed from the dictation of parties and ministers, and to be in effect the first Minister of the State. How utterly incompatible such a dream was with the Parliamentary constitution of the country as it had received its final form from Sunderland it is easy to see; but George was resolved to carry out his dream. And in carrying it out he was aided by the circumstances of the time." Speaking of Parliament Green says, "the House of Commons was

more corrupt than ever, and it was the slave of the King" ["Short History of the English People," page 765]. Now, *had* we spoken contemptuously of George III. and his House of Commons would it not have been in place? The House of Commons did not fairly represent the people. Ancient boroughs, which contained only a few people and some of them none, sent representatives to Parliament, while large cities as Birmingham and Leeds, were not represented. The most progressive parts of the country were thus excluded from sharing in the Government, and the "rotten boroughs" were disposed of by bribery. Consequently, the Parliament was incompetent to understand and deal with the American problem.

Mr. Hunter asks, "but will Mr. Manley, or any other believer in evolution as applied to history, tell us how the House of Commons of 1895 would be likely to answer a similar prophecy. Suppose Mr. Manley told them that Home Rule was inevitable, because there was in Ireland 'the nucleus of a future nation,' and that the future nation was asking the question, 'what business has a Parliament sitting on the other side of St. George's Channel to be making laws for us?' Would a House of Commons learned in the principles of Scientific History at once see the point of Mr. Manley's contention?" Suppose then that the House of Commons were to put us the first question our answer would be, It is Ireland's good fortune or misfortune to be so near her sister; she must become one with her either of her own choice or be ultimately coerced into union. "The two islands must remain where nature placed them.

Circle Inspector together like an ill-matched pair from no divorce is possible." The Irishman firmly and

justly—make him feel that you mean to be his master, not for your sake, but for his, that you may save him from himself, and you need have no more anxiety about him." This in Mr. Froude's words, would be our answer to the House of Parliament on putting us the first question. Ireland, politically separated from England, would, in our opinion, be a constant danger to England, and would, as we think, be reconquered. To the second question, put by the same or any other House of Commons, our answer would be, Every right. Ireland has no more right—as her own safety and that of England, Scotland and Wales are concerned in the question—to separate or have her own parliament than Kent or Cornwall; the limb must study the welfare of the body and do as it bids, otherwise both will suffer. There is no living happily and with due respect for the happiness of others than under law. Each one of us is a part of the social whole; but tyranny or oppression must not be mistaken for law.

Mr. Hunter says, further on in his article, "Again, we are told that the great man, like every thing else, is the 'product of his age,' the creature of his environment. One age produces Shakespeare; another Luther, another the steam-engine. Given such and such observed conditions, and you have as result William Shakespeare; given such and such other equally observable conditions, and you have a steam-engine. This is a theory which one has heard repeatedly, but without being convinced. Of course, there is some truth in it. The most original of men is conditioned, limited, helped, hindered in a thousand ways by his 'environment'—but that is all. Surely the great man is great, not in so far as he belongs to his own age, but in so far as he is above and beyond it." Further on in the

passage from which we have cited the above, Mr. Hunter becomes facetious over Shakespeare's beard; that we shall leave to the barber to account for. Our contention was that even 'heroes,' whether Shakespeares, Miltons, Newtons, or Darwins are fully—or, if you like, to a very great extent—accounted for by a study of their age. That Shakespeare *was* a 'product of his age,' I venture to show by citing two passages, one from Mr. Froude and the other from Professor Dowden. The former says: "We allow ourselves to think of Shakespeare or of Raphael or of Phidias as having accomplished their work by the power of their own individual genius; but greatness like theirs is never more than the highest degree of an excellence which prevails widely around it, and forms the environment in which it grows. No single mind in single contact with the facts of nature could have created out of itself a Pallas, a Madonna, or a Lear; such vast conceptions are the growth of ages, the creations of a nation's spirit; and artist and poet, filled full with the power of that spirit, have but given them form, and nothing more than form. Nor would the form itself have been attainable by any isolated talent. No genius can dispense with experience; the aberrations of power, unguided or ill-guided, are ever in proportion to its intensity, and life is not long enough to recover from inevitable mistakes. Noble conceptions already existing, and a noble school of execution, which will launch mind and hand at once upon their true courses, are indispensable to transcendent excellence; and Shakespeare's plays were as much the offspring of the long generations who had pioneered his road for him as the discoveries of Newton were the offspring of those of Copernicus" [Froude's "History of England," Chapter I.] Prof.

Dowden says: "In order that an organism—plant or animal—should exist at all, there must be a certain correspondence between the organism and its environment. If it be found to thrive and flourish, we infer that such correspondence is considerable. Now we know something of the Elizabethan period, and we know that Shakspeare was a man who prospered in that period. In that special environment Shakspeare thrived: he put forth his blossoms and bore fruit. And in the smaller matter of material success he flourished also. In an Elizabethan atmosphere he reached his stature, and became not only great and wise, but famous, rich, and happy. Can we discover any significance in these facts? We are told that Shakspeare 'was not of an Age but for all time.' That assertion misleads us; and indeed in the same poem to the memory of his friend from which these words are taken, Ben Jonson apostrophises his great rival as 'Soul of the Age.' Shakspeare was for all time by virtue of certain powers and perceptions, but he also belonged especially to an age, his own age, the age of Spenser, Raleigh, Jonson, Bacon, Burleigh, Hooker,—a Protestant age, a monarchical age, an age eminently positive and practical. A man does not attain to the universal by abandoning the particular, nor to the everlasting by an endeavour to overleap the limitations of time and place." [Dowden's "Shakspeare: His Mind and Art," pp. 7—9.] Doctor Hudson, who is as competent and distinguished an authority as Professor Dowden, says: "He [Shakespeare] was in demand before he came; and it was that pre-existing demand that taught and enabled him to do what he did. If it was the strength of his genius that lifted him to the top of the leap, it was also the greatness of the leap that enabled him to reach and maintain that elevation. For it is

District High Schools. Bishop Cotton's and St. Andrew's Schools in the cantonment of Bangalore which were aided schools, did good work. In 1872-73 there were six Government Anglo-Vernacular Schools, of which the Chikballapur school was the best. There were also nine aided schools six of which were schools for European children situated in the cantonment of Bangalore. The Taluk English Middle Schools however did not work satisfactorily and their number was reduced to five in 1880-81. They were replaced from 1881 on the authority of a Government Order, dated 25th January 1880 by English classes attached to the Taluk Vernacular Schools and maintained by municipalities with the aid of Government. How far these classes proved successful will be noticed later on. In 1872-73 all the 94 Taluk Vernacular Schools were classed as Lower class or Primary Schools. In 1874-75 thirty-five Kannada and three Hindustani Schools were classed as Middle Schools. The Mysore Taluk School with 204 pupils was the largest and most successful Taluk School. Other large schools were those of Doddaballapur, Nelamangala, Kortagere, Maddagiri, Chamarajanagar, Yedatore, Seringapatam, Malavalli, Hole Honnur, Nyanti, Tarikere, Yedahalli, Hosdurga and Pavagada. In 1880-81 there were 78 Taluk Vernacular Middle Schools of which 65 were Kannada, 2 Telugu and 11 Hindustani. Seventeen schools had an attendance varying from 100 to 333 boys. The Davangere school was the largest in the Province. The cost of Taluk Vernacular Schools amounting to Rs. 47,700 was transferred in 1880-81 from Provincial to Local Funds with a view to relieve the former funds which had suffered considerable diminution after the famine. The cost of Colleges

and High Schools and all aided schools was borne by the Provincial Funds.

21. *Primary Education of Boys.*—In 1872-73 there were 94 Taluk Vernacular Schools with 4,106 pupils and 534 Hobli Schools with 11,958 pupils. In 1874-75 when 38 Taluk Schools were classed as Middle Schools, there were 67 Taluk Schools and 562 Hobli Schools of the Primary Grade. The largest Primary School was that at Melkote with 146 pupils of whom 45 were girls. Other large Primary Schools were those at Tyamagondlu, Holalkere, Kadur, Ajjampur, Bidadi, Channarayana and Honnali. A great many of the Village schools were placed under the supervision of school panchayats composed of a few respectable men of local influence. These Committees were however not able to do much to promote regularity and progress. The number of Government Primary Schools increased to 785 in 1880-81 of which 652 were Hobli Schools attended by 22,991 pupils. The average attendance in Hobli schools was 35. The largest schools were those of Belagutti and Tyamagondlu with 133 and 105 pupils. There were 75 other schools with attendance from 50 to 90.

22. *Female Education.*—In 1872-73 there were 8 Government and 28 Aided girls' schools. All the Government schools were of the Primary Grade. The classes most friendly to female education were the Sri Vaishnava Brahmins, the trading castes and the Jains. The largest schools were those of Bangalore, Chintamani and Magadi. Of the aided schools there were three High Schools and three Middle Schools all for Europeans and Eurasians in Bangalore cantonment. The remainder were Primary Schools. There was one Tamil girls' school in Bangalore, and two Hindustani girls' schools, one in the Pete and

hyperbola—each having its peculiar properties and its separate equations, and the first and last of which are quite opposite in nature, connected together as members of one series, all producible by a single process of insensible modification." Again, "surely if a single cell may, when subjected to certain influences, become a man in the space of twenty years; there is nothing absurd in the hypothesis that under certain other influences, a cell may, in the course of millions of years, give origin to the human race."

Mr. Hunter says, "History never repeats itself; in history exactly the same conditions never present themselves twice." Was not the English Revolution an event that was caused by a series of events which were similar, though not so serious, to those that caused the French Revolution? and was not the American Revolution caused by similar abuses of authority? Did not many of the causes of the decline and fall of the Roman Empire repeat themselves in the decline and fall of the Moghal Empire? Again when we study the history of Punishment in any country, say England, do we not observe that there has been an evolution of punishment, when from hanging offenders for theft, or forgery or nonconformity to current religious dogmas the State has passed to proportioning the penalty to the real nature of the offence, and in the case of some offences, or seeming offences no punishment is given, as with a dissenter, who, at one time, in the history of almost every nation, was either hanged or burned, now receives no chastisement but is even commended for the courage he shows in his differences? And has not the English Parliament, say from the time of Simon de Montfort to our age, evolved itself so that one can write on the "Growth" or "Progress" of the English

Parliament? Has not the coinage of every country been subjected to a progress, free from any such thing as accident or mystery? Has not International Law showed signs of Progress during the last hundred years?

Schoolmasters could make History a far more interesting subject by saying less about battles or the worthless gossip of kings and queens or the petty intrigues of courts and nobles, and by saying more about other valuable information, such as social progress, the improvement of justice, the growth of Parliament and of trade; how the manners and customs, the education and morals of a people have improved; how one dynasty came to an end and how and why another succeeded; the amusements, ceremonies, and religion of the people; the industries and trades and how they were regulated; the relation between employer and employed; the means of communication, and a description of the arts and sciences, &c. The less said about a Hercules and his marvellous 'labours,' or the uninteresting actions of some obscure 'hero,' the more room for far more important knowledge. No subject is taught so uninterestingly as History, and one is not at all surprised at the dislike felt by so many school-boys towards this subject. The facts of History are regarded as so many beads strung together on a long thread, there being no reasonable connection between the facts, nay, that they are 'accidents' essentially unaccountable, being the deeds of 'heroes' whose character or genius is subject in no wise to laws—the crude material of Science.

HARRY F. MANLEY, B. A.

"In each soul there is a world in embryo, and the teacher's business is to help it to be born."

a great mistake to regard Shakespeare as standing alone, and working only in the powers of his individual mind." [Hudson's "Shakespeare: His Life, Art, and Characters," Vol. I. p. 122.] In our opinion, there is no such thing as a man "above and beyond his age;" to be so he must be superhuman, and superhuman beings, or "Heroes," we will not countenance; the nineteenth century intelligence has got at the bottom of much that in the past ages unduly raised man above man. Yet, Shakespeare, all will allow, was truly a great genius; and we understand how he was, such after studying his age, the men who influenced him, the circumstances of life that caused him to think and act and the degree of strength of his own mind and character. None of these forces producing the man Shakespeare were accidents or mysterious elements, as Mr. Hunter is inclined to think so as to account for the sudden and mysterious appearance of Heroes and to save Hero-worship.

In the number for March of this *Review* Mr. Hunter says, "The main factor in history is individual character and genius; and individual character and genius cannot be accounted for." Are men and women of strong character "thrown down from the clouds," or do they "struggle up out of the ground," or are they gods and goddesses disguised as mortals on earth? If men and women are "produced in none of these modes," which are "too absurd to be believed," then we "are required to show the mode in which" they may be produced—a mode which does not seem absurd; and such a mode "is satisfactorily explained by the theory of evolution, which is no outcome of pure speculation but rests on the observation of several series of phenomena or facts (be they chemical, geological, biological, psychological, social, or

economical), and the generalisations grounded on them. "By small increments of modification," says Mr. Herbert Spencer, "any amount of modification may in time be generated." "Any existing species—animal or vegetable—when placed under conditions different from its previous ones, immediately begins to undergo certain changes fitting it for the new conditions."

"Arguing the matter some time since with a learned professor," says Mr. Herbert Spencer in proof of the theory of Evolution, "I illustrated my position thus: you admit that there is no apparent relationship between a circle and an hyperbola. The one is a finite curve; the other is an infinite one. All parts of the one are alike; of the other no parts are alike [save parts on its opposite sides]. The one incloses a space; the other will not inclose a space though produced for ever. Yet opposite as are these curves in all their properties, they may be connected together by a series of intermediate curves, no one of which differs from the adjacent ones in any appreciable degree. Thus, if a cone be cut by a plane at right angles to its axis we get a circle. If, instead of being perfectly at right angles the plane subtends with the axis an angle of $89^{\circ}59'$, we have an ellipse which no human eye, even when aided by an accurate pair of compasses, can distinguish from a circle. Decreasing the angle minute by minute, the ellipse becomes first perceptibly eccentric, then manifestly so, and by and by acquires so immensely elongated a form, as to bear no recognizable resemblance to a circle. By continuing this process, the ellipse passes insensibly into a parabola; and, ultimately, by still further diminishing the angle, into an hyperbola. Now here we have four different species of curve—circle, ellipse, parabola, and

19. *The Arts Colleges*—It was proposed in 1874 to call the Bangalore High School which provided instruction up to the standard of the B. A. Degree Examination the Central College, and to strengthen its staff by the appointment of a Vice-Principal. The Raja's High School and Shimoga High School were to provide instruction up to the F. A. Examination. The Secretary of State for India suggested that the office of Vice-Principal of the Central College should be filled up by the appointment of a native gentleman in India. Mr. H. G. Bhabha, M. A., who had been acting as Assistant Professor in Elphinstone College, Bombay, was selected for the post. He entered upon his duties as Vice-Principal and Professor of Logic and Ethics in November 1876. Logic and Ethics was the only optional subject taught for the B. A. Degree Examination in the Central College till 1880 when it was attempted to teach Mathematics also. Mr. J. Dunning who had been Headmaster for thirteen years retired from the Headmastership of the Raja's School in 1875 and he was succeeded by Mr. J. Vs. Pope, B. A., who however obtained a transfer to Baroda in a few months. Mr. Dunning had raised the Raja's School from a low state to the rank of a Second Grade College. Mr. C. H. Candy, B. A., LL. M., was appointed Headmaster after Mr. Pope retired from the Mysore service. Mr. Candy remained at the head of the Raja's School or the Maharaja's College as it was subsequently called till 1880 and was succeeded by Mr. C. Leonard from Shimoga. The Shimoga High School which had produced fairly good results in the Matriculation Examination under Mr. Taylor was placed under the Headmastership of Mr. C. Leonard, B. A., in July 1875. Mr. Leonard remained at the head of the Shimoga High

School or College till 1880. He was succeeded by Mr. A. G. King, B. A., Assistant Master of the Central College. All Government Colleges and High Schools had till 1876 been held from 7 to 11 o'clock in the morning. This absurd custom first originated with the missionaries who managed the Aided High Schools and had evangelical work to do in the afternoon, and it was followed in Government institutions. It produced many inconveniences and placed the students at a great disadvantage in comparison with those who were taught in the schools of Madras for five to six hours in the middle of the day. To the Shimoga High School belongs the credit of altering first the school hours to midday hours. The Raja's School and the Wesleyan Mission High School at Mysore adopted the same hours shortly after. The Central College took a long time to make the change which all friends of high education eagerly desired. Bishop Cotton's College which was liberally aided by the Mysore Government did excellent work under the Wardenship of Dr. G. N. Pope. Both the boys' school and the girls' school under him were eminently successful and provided excellent education for the European and Eurasian communities.

20. *Secondary Education of Boys*.—In 1872-73 there were seven Government and five Aided High Schools. The latter number comprised two schools in the cantonment of Bangalore. In 1880-81 the number of Government High Schools was eight and that of Aided High Schools seven. There were also two unaided High Schools. The London Mission High School at Bangalore and the Wesleyan Mission High Schools at Mysore and Bangalore which had the advantage of working in the two largest towns of the Province won for themselves positions higher than those of the

licenses, and preach to the boys when they feel inclined. This system has had the happiest results; and if the governors of the great schools—or the parents of the boys who go to the great schools—could only see the matter in the right light, perhaps the question could be solved as the Headmaster of Sedbergh has solved it.

The death of Mr. Boase, of Exeter College, Oxford, ought not to pass without notice. How much learning has gone down to the grave with him even his intimate friends can only guess; but his scholarship was recognised by such a judge as Edward Freeman. All who knew him were competent to judge of his unfailing kindness, modesty, and truth. Few victims of the influenza, that fiend which seems to take special pleasure in striking down the eminent, will be more missed than Mr. Boase. His death is interesting as it is likely to be almost the last death of a Senior Fellow of a College while still residing in College rooms. The changes of recent years will make such an event almost an impossibility in the future.

Among books of interest that have lately appeared I ought specially to mention Dr. Birkbeck Hill's 'Harvard, by an Oxonian.' This is a thorough, a well-written, and an interesting book; representing the results of some months of personal observation. It would appear that the athletic craze is even more of a problem over the herring-pond than it is here; football as practised there is an appreciable danger to life and limb, and is probably reckoned by the actuaries as an important factor in life-assurance. The authorities have lately put a veto on inter-collegiate football matches. Another important book which perhaps falls within my purview as a University correspondent is the Oxford Virgil. A few months ago Dr. Moore issued a beautiful one-volume Dante; we are now welcoming Messrs. Papillon and Haigh's Virgil, 'equally neat, thorough, and handy; and we believe that these volumes are but instalments of a series of Oxford classics. Even Mr. Balfour's 'Foundations of

Belief' has some claims to mention, as it has inspired many University papers; the chief being Dr. Fairbairn's address at Mansfield College. Dr. Fairbairn's argument was trenchant and vigorous; he pointed out that Mr. Balfour's position led directly back to the scepticism which he sought to demolish. Amid so many publications it has been pleasant to hear Mr. Leslie Stephen lecturing on the choice of Books and Mr. Verrall turning us back again to Burke.

The Cambridge Union has been specially favoured of late. Mr. Redmond came down from London to speak on Home Rule, and convinced everybody that he was thoroughly sincere and that he is a great speaker. His speech was mainly confined to a general exposition of the wider principles of Home Rule, and avoided to a great extent any discussion of questions of practical politics. But it made its mark; and many a Tory, at least while the speech was being delivered, felt himself convinced that 'there was something in' Home Rule. These visits of distinguished men to the Union are precisely those which, while honouring the mimic House, do much to raise its tone and prevent it from falling into a mere academic debating club. Almost equally interesting was the visit of Mr. Belloc, the President of the Oxford Union, of whose powers I spoke in a previous letter. As half French half English, Mr. Belloc has many opportunities of studying and comparing Republicanism with constitutional Monarchism; and in trying to answer a speaker who had moved 'that republicanism is more apt than any other form of Government to combine electoral enthusiasm with legislative impotence' he had an opportunity of showing his acquaintance with both political ideals. He is far from realising the ordinary type of a Union orator. There was no rant, no *ad captandam* appeals, no catchpenny topical allusions. His speech was serious, philosophical, quiet, and closely-reasoned. Indeed, it was almost too good for his audience. It started with an account of the nature of man, and proceeded logically to

Liberty, Equality, and Fraternity. It is a good sign when speakers of this type, who make the most stringent demands upon the reasoning powers of their hearers, are able to reach the highest pinnacle of union ambition. The other Oxford speakers were suffering from incipient influenza, and spoke in overcoats. The House was full; out of 183 voters 76 voted for Mr. Belloc.

I spoke in the last letter of the hopes felt by so many that the new service of trains between Oxford and Cambridge might help to create and increase good feeling between the Universities. But there has been some slight shock in reference to the Inter-University sports. Owing to the frost, Oxford found it impossible to get ready for them by the twenty-ninth of March. Cambridge fixed the sixth of April. Oxford would not consent. *Hinc illae lacrimae*. But fortunately this difficulty has been tided over: the national calamity of an indefinite postponement of the sports has been avoided; and in accepting a date in July for the meeting Cambridge has deserved well of the whole sporting fraternity.

That influential organ of popular undergraduate feeling, the *Granta*, is I believe undergoing a change of editorship; but it will still retain the sympathy and profit by the experienced guidance of Mr. R. C. Lehmann. For the Cambridge man to dispense with his *Granta* is now almost inconceivable.

Busy idleness is a characteristic of weak minds. What a nuisance does a person make himself when having no work of his own he becomes a busybody. He labours perpetually, but to no purpose; and is in constant motion without getting on. Like a turn-still he is in everybody's way, but stops nobody; he talks a great deal, but says very little; looks into everything, but sees into nothing; and has a hundred irons in the fire, but very few of them are hot, and with those few that are he only burns his fingers.—*Sir Arthur Helps*.

OUR LONDON LETTER.

LONDON, April 1895.

The attitude of the mind of schoolmasters in England just now may be described as that of expectancy. The Commission on Secondary Education has finished its inquiries and is preparing its Report, which may appear by August or September at the latest. Only those who are familiar with the downright chaotic state of English education other than Primary can realise how anxious teachers are for bold and wise legislation. I say 'teachers' advisedly; the nation has not been stirred from its apathy, probably never will be stirred. For the chief classes concerned—the middle classes of society here—are notoriously hard to move on some matters, of which this is one. They form quite a minority of the people and of the voters in elections, so that members of Parliament are not bound to take so much account of this matter as if it affected the more numerous working classes. The stimulus to reform has come from the teachers and the Universities, and has been responded to with promptitude, perhaps with gladness, by the sympathetic Minister of Education Mr. Acland, and by his colleague, Mr. Bryce. Whether the Government which has initiated this inquiry will survive long enough to embody the results in useful laws is very doubtful indeed: and the somewhat partisan character of the Commission will not increase its influence with the Conservative government which is almost certain to succeed the present one. The chief hope of legislation rests, I fancy, on this melancholy fact,—that the confusion, waste and muddling are so great, and are increasing in a way that is becoming so striking to our local governing bodies, that it will be easier to reform matters than to endure them. Let me try to give your readers some notion of what I mean by a few illustrations, each of which is typical of a class. Take a small country—that is, rural—grammar school, such as is usually found in the older towns. Its endowment

MRS. FAWCETT ON IDEALS OF WOMANHOOD—OLD AND NEW.

Mrs. Fawcett lately delivered a lecture on the above subject in London. The following is a summary.

No one who keeps his eyes and ears open is prepared to deny that the question of the general position of women is one of the most urgent and interesting, not only of the present day, but of this age or any other age. Month by month the leading reviews contribute essays on the subject, and we have from time to time utterances by men and women of light and leading dealing with the *pros* and *cons* of the problem. The main fact of the case, that the position of women is changing as regards education, industrial status, personal independence, political and social duties, is no longer denied or ignored. Some are in complete sympathy with the change; some abhor it; but all are compelled to acknowledge its existence. The growth of the women's movement implies a change in the ideal type of womanhood, and a change in the ideal relations between men and women. These periods of transition, especially in a matter so nearly affecting our everyday life and our conceptions of right and wrong, are always periods of difficulty and danger. Even if the new type to which we are approaching is, as I believe it is, on the whole nobler, stronger, purer and braver than the old type from which we are departing, there is always danger that in the parting of the ways between old and new, some may go astray altogether, and some may imagine that lawlessness is the only alternative that is left to those who are giving up the old laws; and there is danger besides in not being able to distinguish between those parts of the old ideal of womanhood that are ephemeral and false, and those that are founded in the eternal verities and can only be disregarded by us at our peril.

The old ideal may be variously represented. According to some sages, there is no such thing as noble womanhood at all. Lord Chesterfield and Alexander Pope may perhaps be taken as the representatives and spokesmen of this school. Lord Chesterfield said in his famous letters to his son: "Women are only children of a larger growth; they have an entertaining tattle and sometimes wit; but for solid, reasoning good sense, I never

in my life knew one that had it. A man of sense only trifles with them, plays with them; humours and flatters them; but he neither consults them about, nor trusts them with, serious matters." Pope was equally contemptuous and insulting. His mean estimation of the female character finds repeated expression in his works. The well-known lines may be cited as an example:

"Nothing so true as what you once let fall—

Most women have no characters at all;

Matter too soft a lasting mark to bear,

And best distinguished by black, brown, or fair."

Our mentors at the present day tell us that love of virtue comes naturally to women; but Pope had no whimsical notions of this kind. With him

"Every woman is at heart a rake."

In these two writers, we may perhaps be said to touch the bottom of the degradation of women in English literature, just as both men and women had reached the bottom of the real moral and social degradation that marked the period of the Restoration. The writings of Richardson, Miss Burney, and Sir Walter Scott show a much more beautiful and worthy type of womanhood, but still a type that is not ours. There are some magic writers who are not for an age, but for all time; these know everything, and whether they wrote three hundred or three thousand years ago, their best is the best; they go straight to the heart of things, and distinguish between the false and the true, the beautiful and the not beautiful. Shakspeare's women are noble, gracious, witty, generous. We shall never better Rosalind, or Portia, or Cordelia, or Beatrice, or Hermione, or that most noble lady Silvia, in "The Two Gentlemen of Verona." But Shakspeare knew everything, and never mistook sickly sentiment or helpless feebleness for sweetness and nobility of nature. So, also, if we go to a much older literature, we shall find a perfect ideal which satisfies us still, in the virtuous woman described in the last chapter of Proverbs: there is hardly a word in it that could be objected to by the most advanced so-called "new woman" of the present day. It is true perhaps that the commercial spirit, which has always been so prominent a characteristic of the Semitic race, is a little over-emphasized in this beautiful picture; but allowing for this, it sums up with extraordinary completeness what is

recommended that the degree shall be B. A., with the right of proceeding to an M. A. if the graduate pleases. On the whole it would seem that the new plan is intended to cloak the revolution under the old constitutional forms.

But the crying question has not been degrees for Research, nor the education of women. We have been exercised over the question of Poll Men versus Honour Men. Proposals have been made for marking a distinction between these two classes. Some have said that Honour Men alone ought to be allowed to proceed to the M. A. This has brought up a crowd of letter writers and budding litterateurs in the *Review* and the *Granta*, who say that the distinction between a wooden spoon and a man who has taken a first class ordinary degree is a distinction without a difference. These writers demand that the Honours degree should actually be given to men who take a first class in the ordinary. Doctors are found on both sides, as is usual in such cases. Extremists of one kind say that the Poll Men ought to think themselves lucky to get a B. A. degree at all; extremists of the other say that the Poll Men has an infinitely better basis to build on than even the Senior Wrangler; he is grounded in the elements of mathematics, knows the inside of a Greek Testament, and can write a decent English Essay. The truth probably lies between the two extremes. My own opinion, which I give for what it is worth, is that the Cambridge Poll degree, with its General and its Special, is too much like an imitation Honours degree to be worth all that its admirers would make out, and compares very unfavourably with the really excellent Pass course at Oxford. In any case, it would be a very great mistake to do anything to lower the status of the Poll Man, who, if a man of intelligence, has a chance of general reading which is denied to the strenuous reader for honours. Some of the ablest, clearest-headed, and most cultured men of my acquaintance have been Passmen; and it would, I think, be a great mistake to set a stigma of inferiority upon men of this class.

The remedy is not to deprive them of either of their degrees, but to make the examination wider, deeper, and more searching. This, I believe, will be partially done by the introduction of compulsory essays into all examinations. Essays are now to be indispensable in papers from the Littlego to the Tripos. Candidates for the Senior Wranglership, as a poet puts in some verses in the *Review*, "will show a little touch of Swinburne in evaluating *Pi*"; and their lines on geodesy run so very free and easy that none could write more tunefully, not even you and I.

I have heard of Indian Civil Servants—but doubtless you will be able to correct me—who have deliberately chosen posts of work in places infested by thugs, because promotion was likely to be rapid. In Oxford and Cambridge just now promotion is coming very rapidly. Death is busy among the great, and the younger men are rising. At Oxford, Professor Burdon Sanderson has succeeded Sir Henry Acland, and his former place is now filled by Professor Gitch, a man once well known in Oxford, who will be welcomed back by his old friends. In Cambridge, Cayley's place (for one does not talk of Professor Isaac Newton) has been taken by Dr. Andrew Russell Forsyth, the ablest of the younger mathematicians of England. Not being able to understand a single word of his Theory of Functions, I can only speak from hearsay; but I have heard even Senior Wranglers speak of it with awe. Among University resignations I might almost mention that of the Speaker; for Mr. Peel is an Oxford man, the son of an Oxford man, and the father of Oxford men.

The appointment of Dr. Percival to the See of Hereford has left the Headship of Rugby vacant; and the candidates for this post are almost as numerous as those for the seat of Mr. Peel. The old old controversy as to clerical Headmasters has run its course in the *Times*. Many interesting facts have been elicited. Some of the ablest Masters of the age, like those of Sedbergh and Bath, are not clergymen; but they hold preaching

at once again to the familiar fact that women are actual or possible mothers, that therefore to them especially is confided the home and domestic side of life, the care of children, and the enormous power and responsibility this implies. Hence industry, purity, truthfulness, kindness, gentleness, thrift, love of order and beauty, are or ought to be the attributes of every womanly woman. Let us make it our aim, whatever we may strive to add to the womanly ideal in the way of courage, enterprise, learning, or other virtues and accomplishments, not to weaken these qualities, which should be aimed at by women as mothers and as the makers of home. But just as in the ideal home, though the feminine element is predominant, the influence of the husband and father is felt and valued in every scene and act of the domestic drama, so, I believe, must the influence of women be felt and welcomed in spheres of activity that up to the present have been almost wholly appropriated by men. If the family is the institution upon which the state is built, ought not the family to be the type of all we aim at in the relations between men and women? There should be no idle and useless wrangling about superiority or inferiority on one side or the other. Neither can one say to the other: "I have no need of thee." When the disciples disputed which of them should be the greatest, Jesus took a little child and set him in the midst of them and told them that the greatest would be he who was as humble as that little child. And another time he told them that the way to be great was to serve: "Whosoever will be chief among you, let him be your servant." Men and women will never get any forwarder by contending which is the greatest. Such as we are, with the varying degree of power and capacity with which nature has endowed us, let us strive to make the best of it, not to let any talent rust from want of use and development; and let us be on our guard against failing on that side where Nature perhaps, or social influences, may have made us weak. Mrs. Ewing tells of an old preacher who said, in his sermon that the young men should be pure and the maidens be brave: a member of his congregation was greatly disturbed at this, and thought that the reverend man had made a slip of the tongue. "That the girls should have purity and the boys courage, is what you would have said, good Father?" "Nature has done that," was the reply, "I meant what I said."

Therefore especially let men and women help each other by building up each other in those respects in which they are most apt to fail if left to themselves. Let men help women to be brave. Let women help men to be pure. Then, as brothers and sisters, as fellow-servants in the cause of all that is good and worthy, as friends, not as rivals, let them travel along the pathway between life and death, indissolubly united by aims, hopes, and affections in common, bound to help one another in all the difficulties and dangers of the road, bound to share with one another all that brightens and ennobles it, and to develop in one another and in themselves all that is beautiful and good.—(*The Working Men's College Journal*).

FROM OUR UNIVERSITY CORRESPONDENT.

CAMBRIDGE, April 1895.

When I last wrote I could find little to talk about but the great frost. Now I find little but the influenza, which appeared as soon as the frost departed. Almost everybody of importance has had this troublesome disease: and with the exception of the Oxford crew, which seems to bear a charmed life, every institution of importance has suffered through it. Nevertheless the march of intellect goes on; not even the influenza can stop the making of many books, and examinations are as inexorable as ever. If, indeed, there is anything in the theory held by some, that a high mind disperses the germs of this malady, then the storm we had a few days ago ought to have driven the germs almost clean off the planet: for that storm destroyed trees by the score, hurled choristers into the brook, smashed hedges, dislodged roofs, and indeed left traces of its devastations in every corner of the town. We certainly have a right to expect that it has driven the influenza microbe from our midst.

In spite of influenza and of storms, however, there is something still happening of educational interest. The question of Research Degrees at Cambridge has advanced another stage. The Syndicate appointed to consider the question has

tion or endowment in the same town. One could naturally expect that it should be transferred to some less fortunate district, especially as there is here a Government office (the Charity Commission) empowered to make such a transfer. But no. A second school will be built, and will compete with the first, and like two rival tradesmen will share the business between them, each tempting pupils by means of its good work, prizes, scholarships, &c. This very day a headmaster has been appointed to a London day school, shortly to be rebuilt in its old district where there is already a (nearly) new and excellent school of exactly the same kind not half full. The first school needs more funds; the new one has an excess—even if the school were required, which is not the case. Here is an absolute wasting of public moneys, while within a few miles even in this same town are schools starving for funds, and districts needing schools; and in the country round are scores of schools, a dozen of which would be raised to efficiency by the funds of this one foundation. In some towns or parts of towns—I could give other instances in London—old endowments destined by the founder to benefit some particular parish are so rich that even after costly buildings have been erected and their working provided for, money is simply wasted on trivial objects in these districts instead of being transferred a few miles to brighten some of the dullest places in England. But for fear your readers cry 'enough' I will halt here and finish my account next month.

Professor Newman, of Königsberg University, who is now 96 years old, is said to be the oldest University Professor in active work in Germany.

Higher education for women, according to Prof. Mahaffy, is no new thing. It existed in the Isles of Greece many many centuries since, when burning Sappho loved and sung.

GERMANY.

As to the development and aims of the "Volksschule" (National School), of which I have written before, one of the democratic members of the "Reichstag" demands that the "Volksschule" is to be the broad basis of all Public Schools. No "elementary Schools" are to be established independently, nor connected with other educational establishments. The "Volksschule" in its lower forms, is to be the school for the whole nation, and the upper form is to be regarded as a special school as well as the "Real Schule" and the "Gymnasium." Prof. Jäger Bona Meyer, a great authority in School matters, and a friend of the "Volksschule" gives his opinion as follows: "The common national school appears to me an ideal after which we must strive, but which can only be realised in time, and according to circumstances. I think it wrong to make attendance at this school obligatory, in order to raise the standard of the 'Volksschule.' As long as the Gymnasium demands Latin or Greek a preparatory School for these languages will be necessary. It will be different a hundred years hence, when the study of 'classics' will be either diminished or quite abolished, and the training of the common 'Volksschule' will be more predominant. It is wrong to believe that the 'allgemeine Volksschule' will do away with the social differences, which are still in existence in those countries, where the 'allgemeine Volksschule' is established as in America, Switzerland and Bavaria. The only thing is to make the 'Volksschule' as good and as thorough as possible, but don't try to raise it by law."

The "Besoldungsgesetz" (salary question) which is awaited with great anxiety and which has roused the hope of so many needy schoolmasters in Prussia and everywhere, is still pending. "The Unterrichtsminister" has promised to do his best in the "Landtag" (diet) but according to him it will be more in equalisation of all

frequently consists of farm land, the rent of which is now very low indeed, or of a small amount of government stock. In old times the income was given to the headmaster by way of payment for a few free boys, and for maintenance of buildings and so on. This gave the master a residence, but for a livelihood he depended on outside work—usually church work. The school work was quite a subordinate business, and was often left largely to an assistant, a sort of teacher-servant, a factotum, known as an usher. Now, however, a headmaster is debarred by statutory regulations from taking outside work to this extent and he therefore falls back upon boarders: that is, he keeps a lodging-house for school boys. If he can get a fair number of them he may do pretty well as things go in such schools; which is not saying much. But there are so many schools in this same predicament, all wanting boarders, that the competition amongst them—which is taken full advantage of by parents—leaves little profit. Consequently in many cases the master can only just make a living, perhaps keeping one or two badly paid and inefficient assistants—the best he can afford,—of course sometimes saving a little, often losing what he has laid out to attract boys and to improve his school. The loss of a few boarders is vital to him. An outbreak of illness may close his school. At the best the boys get little attention in most cases; buildings, apparatus and fittings are often mere makeshifts; there is no question of efficiency, but only of existence. A small grant may be received from the County Council, a trifle from the Science and Art Department; but the general result is that the boys suffer, the headmaster is harassed and the assistants are underpaid and overworked. Of course, the sons of richer men would not be sent to such a school: it is the poorer boys who are punished.

This mode of administering school—*farming it*—is familiar to poor schools, in which the master assists. Even Mr. [redacted] if he is to make both ends

meet. Where the endowment is large no difficulty arises. The County Council, here referred to, may aid schools with grants of money; but in poor agricultural districts they are unable, in some places they are unwilling to do so. Some Councils have even gone so far as to return to the Exchequer money allocated for educational purposes in their own district.

Now suppose the case of a liberal County Council, willing to do all in its power. It is by statute prevented from aiding a private school, 'a school conducted for the emolument of the proprietor', uncontrolled by a body of governors—although, practically, such a school is in exactly the same position as a 'public' school which is 'farned'. Now private schools have sprung up all over England where the population has increased beyond the old school accommodation, or where no public school existed; they are therefore very numerous, and are often to be found in the same towns as public schools. They already carry on their work at a disadvantage, in that they have no endowment. Should the efficiency of the public schools be increased, or their fees reduced, by a grant from public moneys, the private schoolmaster is put at a still greater disadvantage. It is felt that he is being hardly treated. His school may have been efficient and respected; and may have formed a useful adjunct or alternative to the public school. And moreover in a private school, from the nature of the case, the wishes of parents and the requirements of boys often receive greater consideration than in the more independent public school. I may add that the public school alone can earn the Science and Art grants mentioned above.

Let us glance at town schools. Their endowment is usually land covered with buildings or railways and so producing a large income. This enables them to earn science grants; they may also receive grants from their comparatively wealthy County Council; their fees are low, buildings, &c., good, with them, all is well, financially. Suppose there is another educational founda-

best in the best of women: industry, thrift, love of order, love of beauty, power of organisation, helpfulness to the poor, fidelity, strength, kindness, and the capacity of thinking and speaking wisely. Solomon is said to have been the wisest of men, and after an experience which no one can complain of as being too narrow or limited, he came to the conclusion that the best type of woman was this practical, sagacious, capable and kindly matron, of whom he has left us so vivid a picture. It is not however of Solomon's virtuous woman that we think when we speak of the old ideal of womanhood; but rather of such a woman as Milton painted when he drew his Eve. "Softness and sweet attractive grace" are her chief characteristics. "Submission" comes next, and through it all runs her complete absorption in her husband, not even daring to adore her Creator except as manifested in him. It is not perhaps sufficiently often recognised or pointed out that the practical result of this attitude on Eve's part was disastrous. Milton's Eve can never be an ideal woman. Nevertheless she remains the typical woman of those who oppose the democratic spirit of equality making itself felt in the relations between men and women, and she is perhaps more truly representative of what I call the old and false ideal, than any other example I could cite.

One of the departments of life fraught with grave and important issues, from which the influence of women has been most jealously excluded, is that sum of human interests which we speak of as politics. Some men who have never experienced what it is to work with women for a great political end, think that the influence of women in political questions must be mischievous, and that the influence of political activity on women must be destructive to the name and to all that is best in the female character. Why should the virtues of the female character and the sanctity of the home be damaged by woman taking an interest in national concerns? Women played a very important part in the anti-slavery agitation, and a great part also in the movement which led to the emancipation and unification of Italy. Female character and the home were thrown into the cauldron of politics then, and all that was pure metal in them came out refined and brightened, while the dross was burned away. * * * The belief is

beginning to spread that it is in the interests of the home that the majority of women should take an intelligent interest in public questions. The home would benefit and the spirit brought to bear on the discussion of politics would benefit also, if there were a more intimate union between home and politics. "Oh!" but some people will say—"Home is the best place for women." Yes, that it is, and the best place for men too, but not the only place; and if men and women are to do their duty in their homes, they must have brains to think and hearts to feel for other homes besides their own. If homes are to be at their best, women as well as men must learn to watch the currents of public questions and see how they are influencing character; for whatever injures character must injure the home; mere material comfort cannot create a home; it is not a home, but a ghastly sham, unless it be founded on morality, on reciprocity of duty. Women, from the nature of their ordinary duties and occupations, have an intimate knowledge of what affects home life; from their care of children they are also very much accustomed to study and watch the causes which influence character. And we want knowledge and experience of this sort to count for more in general politics than they do at present. It cannot be overlooked that what we all know as the motherly qualities in women often exist in women who have lived and died old maids. The old fashion was to sneer at old maids; but the tendency is now making itself felt to appreciate them. A woman is now to be valued as a human being; her value does not depend on her relationship to other people, but on what she is herself, and what she does in the world. And is not this the right way of looking at men and women too? All the old platitudes, such as that women are wax and men are iron, that man is the sturdy oak and woman the graceful ivy which he supports, are false both practically and theoretically. We surely are upon truer and firmer ground if we regard men and women as beings of endless variety and complexity of character, about whose relations to one another it is difficult to forecast any but a very few fixed points. There is too much tendency for each of us to generalise from our own very limited experience.

If we look for what is essential and eternal in the difference between men and women, we are brought

salaries than the long desired and "needed raise." But he alone can do little. The support of all parties is needed. The conservatives, however, although they want to have the salaries raised, demand the question to be settled by the different communities. The "centrum" wrapt itself up in silence, and only Rickert, the Progress member, stands up for the national school-master. "Two years ago," he said, "the same minister, who now sits before us, declared, that, if things went on in the same way, he could not hold himself responsible to keep the nation on the present degree of cultivation. The schools are overcrowded, many teachers have a wretched salary (in 1891—2,791 schoolmasters had a salary of 600 marks, or £30 a year) and therefore it is the bounden duty of the Government to do something in the matter." He proposes to change the 4% consols into 3% by which 35 million marks of interest would be saved. This sum would be sufficient to sweep away the "school-misery."

A pamphlet by Dr. Haupe gives some interesting terms concerning the present training Colleges—"Seminare." He says: "I have 'tasted' the spirit of the training College. It is the spirit of theology, in spite of Falk and Diesterweg. He who goes into it will be checked in his mental progress, for the Seminare is antiquated." The waves of time are towering up, and a Lessing and a Schiller have devoted their lives to the development of the "free human mind," but the "Seminare" was not profited by it. They march on the same old line. Here the teachers of the nation are to be educated, men who are to serve their time and race, and what is the position of these men? They are brought up poor in body and mind, and they leave them poor in money and joys. They have to bow before the clergy and before the capital, and if they think themselves free and of good cheer—the wave of reaction throws them with all their hopes into the depths. They have nothing to hope from princes of churches, nothing from squires, who place them on the level with their grooms,

nothing from the liberals, who make a false show. He who deserves of all the best education, because human development depends on education, is made the beadle and corporal."

As to "Pedagogy" at the Universities (Haupe studied at Halle and Gottingen) he says: "Pedagogy was only considered an appendix of Philosophy. There was a pedagogical seminary, but it was only for Philologists and Historians. Those students, who wished to devote themselves to school life, were considered subordinates. I was astonished how things were treated which I considered fundamental, because from the education of mankind I hoped for a new time. The University did everything and demanded everything, she offered even lectures on dead animals, but the question of "Menschenbildung," "human education," she left to nurses, mothers and training colleges, that sail under the flag of the church. With a few exceptions Germany, the land of Universities, has no charms for Pedagogy."

OUR BOMBAY LETTER.

MAHABLESHWAR, April 1895.

The discussion of the M. B. question has again ended in a fiasco. Dr. Maconachie, Principal of the Grant Medical College, recognizing the importance of bringing the regulations of the University into conformity with the standards prescribed by the General Medical Council proposed the raising of the standard for the medical degree, but he had to deal with very powerful opposition from the native members of the medical profession and the question of changing the designation of the degree was thus once more shelved. The meeting at which this matter was discussed was one of the most disorderly meetings ever held in our Senate House and the general feeling was that a stronger man as Vice-Chancellor in Dr. Bhandarkar's place would have prevented the ebullition of professional spite and ill-temper with which

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several of the speakers disgraced themselves. I quite go with the *Times of India* in thinking that "if this is the spirit in which the question of medical degrees is to be discussed in the halls of learning the lay public must pray either that our doctors may acquire a better temper and better manners or that this question may be no more heard of for a generation at least."

* * *

The annual general meeting of the Bombay High Schools' Athletic Association was held at the Elphinstone High School on the 8th of this month under the presidency of the Hon'ble Mr. Justice Bayley, the popular colonel of the Bombay Volunteers. In moving the adoption of the Report the Venerable Archdeacon Lewis said that he hoped to see the Association provided with its own grounds and alluding to the Madras Association he deprecated the proposal to separate the native and European competitors. From what he had seen of the natives he thought that they showed every bit as much spirit and skill as the European competitors. The Honorary Secretaries of the Association, Messrs. D. J. Tata and O. V. Muller, deserve much credit for the success the Association has met with in the short space of two years. H. E. Lord Sandhurst has been asked to become patron of the Association in place of Lord Harris.

* * *

The annual general meeting of the Bombay Graduates' Association was held on the 22nd of this month, the Hon. Mr. P. M. Mehta, C. I. E., presiding. The ninth annual report for the year ending 31st December 1894 was adopted and office-bearers were appointed for the current year. A member then read an address reviewing educational problems and their relation to the press.

* * *

I have no further news to record this month. Most of the schools and colleges are closed for the Long Vacation. Some of the professors and teachers have come to Mahableshwar, some have

gone to Matheran, some so far away as Mussoori and some to other hill-stations. The rest are sweltering in Bombay. Here at Mahableshwar we are regaling ourselves on strawberry cream and peaches and listening to the strains of the bulbul which goes on repeating the refrain, "It is sweet here, it is sweet here, it is sweet here." For my own part I think it is sweet here only in the mornings and evenings and at night. But a few showers are all that is needed to make the climate pleasant even at mid-day.

A MATHEMATICAL PROBLEM.

A trial-of-skill problem for the young mathematician.

There are n given numbers; and G, L denote the product of the G, C, M s and L, C, M s of these numbers taken r at a time in all possible ways, so that G_1 and L_1 denote the product of all the numbers, and G_n and L_n denote the G, C, M and L, C, M of the given numbers. Demonstrate that

$$L_n = G_1 \cdot G_2^{-1} \cdot G_3 \cdot G_4^{-1} \dots G_n^{\pm 1}.$$

$$G_n = L_1 \cdot L_2^{-1} \cdot L_3 \cdot L_4^{-1} \dots L_n^{\pm 1}.$$

The best solution received of this problem, proposed by Mr. V. Ramaswami Aiyar, M. A., will be published in a future number.

Your committee understands by correlation of studies the selection and arrangement in orderly sequence of such subjects of study as shall give the child an insight into the world that he lives in, and a command over its resources such as is obtained by a helpful co-operation with one's fellows. In a word, the chief consideration to which all others are to be subordinated, in the opinion of your committee, is this requirement of the civilisation into which the child is born, as determining not only what he shall study in school, but what habits and customs he shall be taught in the family before the school age arrives; as well as that he shall acquire a skilled acquaintance of some one of a definite series of trades, professions, or vocations in the years that follow school; and, furthermore, that this question of the relation of the pupil to his civilisation determines what political duties he shall assume and what religious faith or spiritual aspirations shall be adopted for the conduct of his life.—Report of the COMMITTEE OF FIFTEEN.

Reviews and Notices.

Elementary Physiography BY R. A. GREGORY,
F. R. A. S., Joseph Hughes & Co., (Publishers)

We have received a copy of the sixth Edition of the above Physiography which we are happy to be able to introduce to those of our student readers who are as yet unacquainted with it, hoping that it will meet with such generous reception as it deserves. For, though the enormous increase in scientific knowledge of the late years must make the condensing into a single volume of even the barest outline of such teaching as a book on Physiography should contain a matter of very considerable difficulty, especially if the book is to be connected and its explanations of phenomena at all adequate, we have here a concise and well digested putting of those subjects which the author has essayed. We can hardly say, however, that he has been uniformly successful in the matter of selection and lucidity. If, as he says, Physiography is the science of nature, describing the chief facts and phenomena of nature, it seems rather hard to limit the chapter on the physical properties of matter to the forces of heat and cohesion to the total exclusion of light and sound and current electricity. We imagine too that any one who had not studied the subject beforehand would find it difficult to follow many of the explanations given, such as those of the principles of telescopes and achromatic lenses or of the Kinetic Theory of gases, which are too brief to be intelligible. Another position to which we feel bound to demur is that even in an elementary text-book difficulties should be simplified at the expense of accuracy. Let us take as an example the first definition in the book, the definition of matter. It is admittedly an almost impossible subject to define; but if we cannot be accurate about it, had we not better leave it alone? To say that matter is the name of anything in the Universe that gives rise to phenomena affecting one or more of our senses is surely to include thoughts and energy under the heading of 'matter,' for a thought may give rise to a phenomenon affecting our senses, and energy always does. We cannot define 'matter' without bringing in the idea of force or energy or the equally recondite idea of space. We object too to such statements as that 'all molecules are of the same size' and that the decomposition of potassium chlorate by heat is represented by the equation $2 \text{KClO}_3 = 2 \text{KCl} + 3\text{O}_2$, as being loose and inaccurate. Taken as a whole, however, the book is as clear and comprehensive as it can well be

where so much is sacrificed on the altar of space; the diagrams are helpful, the language is simple, and the matter is up-to-date. We have a fairly complete outline of the fundamental facts of geology, meteorology and astronomy, the better known subjects of chemistry and natural philosophy being, perhaps wisely, limited to a bare introduction. We believe the book will be very serviceable to F. A. students who want their knowledge to be recent and systematic.

The Citizen and the State, Part I. Representative Government. BY E. J. MATHEW, B. A., LL.B.
Part II. Industrial and Social Life and the Empire. BY J. ST. LEO STRACHEY, London,
Macmillan and Co., 1895. Price One Shilling and Sixpence each Part.

These two remarkably cheap books are intended to be used as Reading Books in school, and to be supplemented by a large amount of oral teaching. In our opinion, the books too may be read with advantage by many other than school boys. We cannot do better than to give the scope of some of the chapters of the books under review. Among the subjects discussed are, the nature and responsibilities of Citizenship, of Representative government, Local government in all its branches, the Parliamentary system, the Privy Council and Cabinet and the Judicial system. The historical basis and growth of all these institutions is briefly but correctly and lucidly given. Part II. deals largely with economic subjects such as national wealth, the growth of national industries, effect on labour of machinery, trades unions, strikes, co-operation, State interference. The last half of the book deals with the British Empire, and its different Colonies and Dependencies. This bare mention of the subjects dealt with is sufficient to show the importance of these two books. Certainly the English boy who reads and profits by them will be the wiser, happier, and more patriotic! The books generally are simply written, while there is a perfect store of excellent illustrations mainly prepared for photographs. Pictures of Parliament, inside and outside, of government offices and public buildings, of factories and machines will all convey to the reader who has not had the privilege of seeing the actual things themselves as correct an idea of the subject illustrated as can possibly be obtained. If another edition of this work should be called for it might be worth while considering whether the explanatory notes at the end of each chapter could not with advantage be omitted. Some-

The Planet Earth, an astronomical introduction to Geography BY RICHARD A. GREGORY, Macmillan and Co., London.

This little book of 108 pages is intended to serve as an introduction to the study of astronomy and Geography. The author pursues the scientific method of observation and induction. He accordingly lays great stress on the observation of the dispositions of the heavenly bodies and their movements, and describes the various celestial phenomena before introducing the theories by which they are explained. The book contains five chapters. The first chapter deals with the constellations and the apparent daily rotation of the celestial sphere. In the second chapter the phenomena previously described are shown to follow from the rotundity of the earth and its daily rotation. The size and mass of the earth form the subjects of the next chapter, while in the fourth chapter the apparent motion of the sun among the stars and the apparent motions of the planets are described. The last chapter contains an explanation of these appearances according to the Copernican theory of the order of the solar system. The descriptions and explanations throughout the book are lucid, and many of the illustrations are new. We have no hesitation in recommending the book to the teachers and pupils of our secondary schools.

Educational Intelligence.

MADRAS.

MISS KEARNEY who recently passed the B. A. Degree Examination, and who is a daughter of the late retired Surgeon-Major Kearney, has joined the Teachers' College at Saidapet with a view to qualify herself for the L. T. Degree.

THE Kerala Vidya Sala was opened by the last Zamorin, who maintained it at great expense. The institution has been slowly deteriorating. We are now much pleased to learn that the present Zamorin intends to place the institution on a satisfactory basis and also to secure its permanency by endowing it with sufficient funds to meet a larger portion of the annual expenditure for the up-keep of the institution from the proceeds thereof.

We hear that Mr. Cecil M. Barrow, M. A., Principal, Victoria College, Palghat, has succeeded in inducing the Palghat Municipal Council to sanction the diversion of the fines levied from students of the College, to swell the funds he has raised to help poor students to prosecute their studies.

IN connection with the scheme proposed a few years ago for establishing in Madras under the care and superintendence of the Hon. Rev. William Miller, a Students' Home for young men belonging to the Naidu community, Mr. M. Abboyi Naidu, a wealthy merchant of this city, has commenced to make a monthly contribution of Rs. 100 towards an account opened in the Bank of Madras under the name "The Naidu Students' Fund." For the present this fund is to be administered by Dr. Miller or whoever acts in his place as Principal of the Madras Christian College, and is to be devoted to securing suitable accommodation for Naidu students in the "Second Students' Home" recently erected by Dr. Miller for the use of non-Brahmin Hindus, and to helping such Naidu students as are likely to stand in need of such help. Dr. Miller's view is that after such help is judiciously given, the balance may be left to accumulate and form a nucleus of a fund for erecting a separate Home for students of the Naidu community. The Naidu community is invited to co-operate in realising this object. Subscriptions will be received either by the Principal, Madras Christian College, or by the Secretary and Treasurer, Bank of Madras.

The first Kumbakonam College Day was celebrated on the 13th of last month at the College premises. There was a large number of students present, and some outsiders also took part in the rejoicings of the day. The Principal of the College, Mr. Middlemast, was present on the spot from early morning. The old 'boys' assembled played tennis, foot-ball or cricket as the case may be till 10 A. M. Coffee and refreshments were served to all present. Shortly before breakfast to which all sat by 11 o'clock, the old students met in the College Hall; elected Mr. N. Vaithyanatha Iyer, M. A., to preside at the evening General Meeting, as the senior graduate among those then present; and drew up the programme for that meeting. At the Business Meeting which was held in the afternoon an Executive Committee was appointed to manage the next annual celebration. The General Meeting began in the spacious College Hall at 6 P. M., with Mr. N. Vaithyanatha Iyer in the chair. The President made an eloquent speech in which he pointed out the objects served by such celebrations. The toast of Her Majesty the Queen-Empress was proposed in a short speech by Mr. P. Krishnaswami Iyer, B. A. The second toast, that of 'Our Motherland,' was proposed in a few choice words by Mr. K. Sundaramayer, M. A. Mr. S. Krishnaswami Iyer, B. A., Headmaster of the Town High School, in an able speech proposed the toast of the College, its students past and present. This was suitably responded to by Mr. S. Seshayya, one of the oldest students of the College and who is at present on the staff of the Institution; a student of the Senior B. A. Class replied on behalf of the present students. The toast of the University was proposed by Mr. M. Viswanatha Iyer, B. A., District Munsiff of Tindivanam, who pointed out the invaluable benefits which the University has conferred on the country. At the same time he regretted that the Indian

element in the University should not be more fully represented than at present, and that the vernaculars were receiving scanty attention in the University. The response to this toast was made by Mr. B. Hanumantha Row, B. A., F. M. U., Acting Professor of Mathematics at the Civil Engineering College, Madras. The next toast, the College staff, was proposed by Mr. N. R. Narasimha Iyer, District Munsiff of Tiruvalur in a short speech. Mr. Middlemast, the Acting Principal of the Kumbakonam College, replied to this toast on behalf of himself and the College staff. He spoke at some length of the benefits which such gatherings are likely to confer on all those who take part in them. The next toast, that of "the other Colleges" was proposed by Mr. K. Ranganatha Row, B. A., and was responded to by Mr. M. Ranga Chariar, M. A. Two more toasts were proposed, one on behalf of the absent friends and the other to the guests. The proceedings terminated with the usual vote of thanks to the President.

A GENERAL meeting of the Central Muhammadan Association was held at the Association premises, Wallajah Road, Triplicane, on the 30th of April last to adopt a letter of thanks to the Hon. Mr. C. S. Cole for his strong and opportune advocacy of Muhammadan education at a recent meeting of the Legislative Council.

THE second Anniversary of the Madras Shorthand Writers' Association was celebrated in the Hall of the Church of Scotland Mission College, on Saturday the 27th of last month, with Mr. C. A. Paterson, M. A., LL.B., in the chair. After a few prefatory remarks by the President, the Secretary read the second annual report. Mr. C. Gopal Menon, a member of the Association, next delivered a lecture on 'Shorthand and the Type-writer', with lantern illustrations. In dealing with the invention of the type-writer the lecturer very appropriately quoted the words of Charles Reade, the novelist:—"I advise parents to have all the boys and girls taught shorthand and type-writing. A shorthand writer who can type-write his notes would be safer from poverty than a great Greek scholar." The lecturer then went on to give an account of the history of the invention of type-writing. The Chairman in his concluding remarks impressed on those present that the study of the arts of shorthand and type-writing would be of immense use to those who wished to start in business.

THE third annual celebration of the Pachaiyappah Commemoration Day took place on the 15th of April last in the premises of Pachaiyappa's College. From an early hour in the day students past and present began to flock in, and they continued to indulge in sports and amusements, after which a Fancy Bazaar in aid of the funds for the celebration of the College Day was held. At noon, dinner was provided to all present, due respect being paid to caste scruples. At the Business Meeting which was held at 3-30 P. M.

an Executive Committee for the management of the next Commemoration was appointed; and it was also resolved that the Commemoration Day should be celebrated on the Easter Monday of every year. The Public Meeting began in the spacious College Hall at 5-30 P. M. On the motion of Rai Bahadur P. Ananda Charlu, Justice Dewan Bahadur S. Subramania Iyer, C. I. E., was unanimously called to the chair. The President, who opened the proceedings, after a few prefatory remarks, proposed in fitting terms 'The Queen and the Royal Family.' Mr. Ananda Charlu proposed the toast for the memory of Pachaiyappa and other founders. The Right Reverend Bishop Mayer proposed the prosperity of the Hindu Community. This toast was responded to by Mr. V. Srinivasa Charlu, Sub-Judge of Kumbakonam. Mr. M. Venkatramiah Chetty, B. A., B. L., proposed the toast of the College. In responding to this, Mr. A. J. Cooper-Oakley, the Acting Principal, regretted that, though the College had maintained a tolerably respectable existence, it had not increased and multiplied the number of its students. Sufficient material resources were not placed, he said, at the disposal of the governing body of the College to increase the number of the students. The next toast, 'The Progress of Education,' was proposed by Mr. M. Krishnama Chari, B. A., B. L.; Mr. J. H. Stone, Professor of History at the Presidency College responded to this toast. The next toast, that to the guests, was proposed by Mr. P. Theagaraya Chetty, and was responded to by Mr. G. Subramania Iyer. Mr. S. Guruswamy Chetty, B. A., B. L., who proposed "The Trustees," congratulated them on their efficient management of the Charities. In the absence of the President of the Board of Trustees, this toast was responded to by Rai Bahadur V. Krishnama Chariar. After a poem in memory of Pachaiyappa had been read by Yogi Parthasaradhi Iyengar, B. A., B. L., the proceedings of the day terminated with the usual vote of thanks to the Chairman.

A PUBLIC Meeting was held at the auspices of the Triplicane Literary Society at Pachaiyappa's Hall on the 30th of last month. The chair was occupied by Mr. P. Chentisal Rao, C. I. E. Mr. S. Saththianathan, M. A., LL.B., Acting Professor of Philosophy at the Presidency College, delivered a very interesting and able address on "Social Intercourse between Europeans and Natives." Rai Bahadur V. Krishnamachariar, the senior office-bearer of the Society present, proposed a vote of thanks to the Lecturer and the Chairman.

A SOCIAL Gathering of the members of the Madras Graduates' Association was held at the Cosmopolitan Club on Wednesday the 2nd of May. A fairly large number of graduates, including the President, the Hon. Mr. Justice Subramania Iyer, were present. After a conversation and refreshments those present adjourned to the Hall where under the presidency of Mr. Justice Subramania Iyer, Mr. V. Runga Chariar, B. A., B. L., read an interesting paper

times they are really not explanatory, and in most cases the notes should be superfluous to those who can read these useful books to advantage.

A Short History of the Roman Republic, BY MARK HUNTER, B. A., (Oxon) Principal of Coimbatore College, Madras. V. Kalyanaram Iyer. 1895.

The publication of Mr. Hunter's *Short History of the Roman Republic* should make it increasingly difficult for F. A. students to fail in the subject of Roman History. It is a book which neither the students nor the lecturers of the subject of which it treats will be wise in ignoring. And while in one way it will lessen the burden of the lecturer, it will in another considerably add to his difficulty of presenting the subject in a more efficient and striking way than that presented by Mr. Hunter.

Mr. Hunter modestly makes no claim to originality in the sense of basing his facts and conclusions on direct acquaintance with original authorities. However, the F. A. student is not concerned with first hand authorities. He wants facts and an intelligible outline of Roman History. These he will find presented to him in Mr. Hunter's book in an admirable manner such as no other work of the same size or price with which we are acquainted can approach. Still Mr. Hunter, if he has not generally gone to original authorities, has studied and assimilated the views of the great masters of Roman History such as Mommsen, Ihne, Cornwell-Lewis, Long and Merivale. Those who are best acquainted with these writers will constantly feel their influence as they read Mr. Hunter's book. But Mr. Hunter is not of the paste-and-scissors order of writers. He writes with the confidence that comes of independent knowledge and with a conscientiousness that proves his work to have been a labour of love.

The work is prefaced by an excellent Chronological Table which serves admirably as a workable Index, although an alphabetical Index is to be found at the back of the book. The arrangement of the subject-matter will greatly assist in the task of mastering it. Students cannot fail to be interested with the criticism to which Mr. Hunter subjects the early part of Roman History, nor will they fail to follow with keenness the thread of the story as it is unravelled for them in these pages. The maps are not the best feature of the book, but are creditable when

we remember they have been lithographed in this country. The type and general get-up, though naturally not equal to what we are accustomed to from the best firms in England, need no apology; on the contrary, they are most creditable to all concerned.

The book, though primarily intended for University students, is one which the reading public might well patronise. In a most readable, compact, and intelligible manner the book will inform them of the latest views on Roman History.

Bacon's Essays with Introduction, Notes and Index, BY F. W. KELLETT, M. A., Madras Christian College, Fellow of Sidney Sussex College, Cambridge, Madras, Srinivasa, Varadachari & Co. 1895.

Mr. Kellett, by his edition of Bacon, has rendered a service to Indian students. It is not even every Englishman who, unassisted, can read with profit all that the greatest and profoundest of English Essayists has so concisely and allusively written. But with Mr. Kellett's book as his guide, he who runs can read. Mr. Kellett's elaborate Introduction and Notes occupy three-fourths of the whole book. In the case of Bacon's Essays edited for Indian students, such an allotment needs little apology. The Introduction deals with the life and character of Bacon, the language, method, and style of his Essays with a fulness and a particularity which we have never seen elsewhere. The student is thoroughly and conscientiously prepared to profit to the fullest extent by the subsequent perusal of the Essays themselves. In the Notes, a short summary of each Essay is given, every Latin quotation (and there are many) is correctly yet freely translated, and there is not an allusion to a person, place, or thing which Mr. Kellett, as the result of very wide reading, is not able satisfactorily to elucidate. The Notes are very suggestive, and often the student is recommended to follow up some particular line of thought by being recommended to certain books. The whole book consists of over five hundred pages, is handsomely got up and constitutes an edition of Bacon of which any educated man might be proud to possess a copy. It is a matter for congratulation that the publishers in this country are now vying with each other to produce books which do not fall far short, so far as material binding and type are concerned, of those turned out by the very best firms in England.

- *Burke's Speeches on American Taxation, on Conciliation with America, and Letter to the Sheriff of Bristol*, edited with Introduction and Notes, BY F. G. SELBY, M. A., Oxon. Principal of Decan College, Poona, London. Macmillan and Co., 1895. Price Three Shillings and Six Pence.

This book forms a complete volume of all that Burke had to say on a memorable epoch in the history of England and America. Burke's speeches gain considerably by being read. As an orator Burke was not a complete success, and often addressed himself to the almost empty benches of the house. But considered as pieces of composition, his speeches will never cease to occupy a permanent and unique position among the masterpieces of English literature—quite apart from their value and interest as historical material. Mr. Selby, the editor, has produced a scholarly work, and by so doing has placed the Indian student under much obligation to him. Mr. Selby, like Mr. Deighton, knows the peculiar needs of Indian students and knows what to give and what to withhold from them. The Introduction is just sufficient to put the student *en courant* with the circumstances under which the speeches were delivered—but no more. The Notes are full and suggestive, but not too full when we remember how Burke's speeches teem with allusions and quotations which even the educated reader often needs to have elucidated. A careful perusal of the Notes in conjunction with the speeches will give the student a firm grasp of the history and causes of the American Revolution, and at the same time give him an insight into the way in which the House of Commons conducts its business. Here and there we find occasion to differ from some of Mr. Selby's statements. In referring to Lord North, for instance, p. 238, he says "Lord North was without wit, for he could only repeat a stale joke." It is true that this statement is in accordance with Burke's expressed opinion, but it is very far from the truth. We should have said that Lord North was remarkable for his wit and humour, and certainly many a *bon mot* we have seen attributed to him cannot be classed under the head of stale jokes. It was in part due to Lord North's wit and humour that he was enabled to hold office so long and to be popular with all sections of his political opponents. Nor do we see, exactly why Thomas Paine, p. 298, should be styled a literary adventurer.

The State. Elements of Historical and Practical Politics. A Sketch of Institutional History and Administration, BY WOODROW WILSON, PH. D., LL. D., London, Isbister and Company.

This book may be used with advantage by students and lecturers who have the revised History Course for the B. A. degree in view. Of course, it cannot supersede Bluntschli's *The Theory of the State*, but it might very well take a permanent place among those complementary books which the conscientious and ambitious student will do well to study. The chief strength of Dr. Wilson's book, *The State*, is in the excellent descriptions of the institutions, law, and political development of Greece and Rome, of the Teutonic tribes of France, Germany, Switzerland, Austria-Hungary, Sweden-Norway, England and the United States of America. These occupy the main portion of the book, and their value as a contribution to the subjects of political science and comparative politics is great. This is particularly the case in reference to the United States, of the history and development of the constitution of which many people are altogether uninformed. There are, indeed, but few books which deal with the subject in a sufficiently concise yet reliable manner. We think Dr. Wilson's book will therefore fill the gap for those Englishmen who take an intelligent interest in the political development of their cousins across the Atlantic. The functions and limitations of the Central and the States Government are clearly defined and described. The composition and relative importance of the Senate and the House of Representatives, as a remarkable instance of Bi-cameral Government are well set forth and are of particular value at the present time in view of the agitation against the English House of Lords.

The rest of the book gives an excellent summary of the views of the leading authorities on the subject of Society, Ancient Law, &c.

• *The Rakshanya Yathrikum, a Tamil Poetical work based on the story of the Pilgrim's Progress of John Bunyan*, BY H. A. KRISHNA PILLAI, of Palamcottah, Madras, 1894.

If any Tamil scholar were asked to mention half-a-dozen works of permanent value that have recently been added to Tamil Literature, we fear he will be at his wits' end to find out the required number. But we may be sure that the *Rakshanya Yathrikum* of Mr. Krishna Pillai will be one of the six. Much credit is due to the author for having dressed up an English story in such a perfectly oriental garb

There is nothing from the very beginning to the very end either in language, arrangement or description that will suggest to any one that the book is an adaptation of a famous English work. Many of the translations of English works that issue from the Vernacular press from time to time have such a repulsive appearance about them that hardly any one reads them. Mr. Krishna Pillai has shown a way in which the best of English works may be usefully adapted in the Vernaculars of India.

The style of the poem is plain and simple and has at the same time a classic ring about it. The author has introduced rather too many Sanscrit words. 'The rich and multifarious words' of the Sanscrit language may be 'in much repute.' But we think that where freely mixed with Tamil words they contribute nothing towards either the elegance or the power of the verse. A work written in a mixed Tamil can never compare in elegance, sublimity, strength or poetic grandeur with one written in pure and chaste Tamil. The author has again introduced here and there some colloquialisms which strike prominently the ear and spoil the otherwise sweet and melodious style of the poem. Colloquialisms may convey the meaning more clearly, but they as a rule jar on the ear and are hardly in consonance with a good poetic style.

The book is full of Christian preaching and the author has wisely adopted in his book the best moral sayings of the Hindus that are in accordance with his doctrine. The book will find much favour in the eyes of unprejudiced Hindus and shows a better method of preaching Christianity than that of the ordinary Missionary.

Many Christian books are not read by the Hindus on account of their inelegant attire, the peculiar style of the Christian Missionaries. On the other hand, a great many of the vulgar folk will find hardly any difference between this poem and their cherished Puranas. In consequence, they can be expected to read this with great interest and imbibe freely the Christian doctrine. The 'Thembavani' of Father Beschi was till now the only book of merit the Christians could take pride in. The *Rakshanya Yathrikum* is a worthy companion to that and Christians should certainly consider it as a valuable treasure. The non-Christian Tamil scholar as well cannot but consider it as a valuable addition to Tamil Literature. But we cannot consider the poem, as some others seem to do, as a work of the first water. Apart from the style the poem does not display many poetic flights. Portions that deserve to be treasured in one's memory for their poetic grandeur, sublimity of thought or strength of emotion are rather few in number. Further, there seems to be no reason why the author adopted the purely oriental method of beginning the poem. It is not easy to say why the author did not adopt the plan of Milton or Tennyson. But the poem will worthily fill a place among the second rate classics of Tamil. To have written over 3,500 stanzas with eloquence and ease, to have expressed foreign thought naturally and fluently in a plain but classic style, to have

successfully imitated some of the renowned hymns of old, if these cannot place an author in a high position we do not know what can do so.

We are sorry that space does not permit us to illustrate our remarks by suitable quotations. The explanations of difficult lines and the glossary of the most difficult words, printed at the end of the book, form a valuable help towards understanding the poem. The general get-up of the book leaves hardly anything to be desired.

Schiller's Der Neffe als Onkel, EDITED BY LOUIS DYER, M. A., London, Macmillan & Co., 1895. Price Two Shillings.

This is one of Messrs. Macmillan's well-known Foreign School Classics, most ably edited with Introduction, Notes, and Exercises by Mr. Dyer of Balliol College, Oxford. Only an elementary knowledge of German is necessary to master this simple play of Schiller's. The Editor very truly remarks, "Labour is sometimes given to memorising idioms from German phrase-books and guides to German conversation, which would be better bestowed upon the minutiae of Schiller's easy and unpretentious dialogue, as exemplified in the present play." As the result of some experience we are convinced that the beginner best acquires the conversation and idioms of a language by being introduced as soon as possible to some easy novel or play such as the one before us. It is almost superfluous to state that Mr. Dyer, as Editor, has done his part well. A most readable introduction describes the literary life at Weimar at the end of the last century, the influence of French writers on the German coterie at the court of Weimar. The notes give just the information the beginner requires and are invaluable for the successful attempt which Mr. Dyer makes to preserve the spirit of any idiomatic expression which he translates. Further, there are imitative exercises based on the play with a view to mastering the idioms contained in Schiller's play. There are not many German students in India perhaps, but the few there are will be wise if they make themselves masters of this little book.

Shakspear's Taming of the Shrew, with an Introduction and Notes, BY K. DEIGHTON, Madras. Srinivasa, Varadachari & Co., 1895.

We congratulate the publishers on having secured the services of Mr. Deighton as the Editor of Shakspear's charming play, *The Taming of the Shrew*. The book needs no recommendation from us, for Mr. Deighton is well and favourably known in India as one of the most

An experiment of a rather unique character is now being tried at the Maharani's Girls' School, Mysore. Arrangements have been made and, since the beginning of the present session, been put into practice for the special education of Hindu Widows. Hitherto these unfortunate women have had no special consideration at the Maharani's School; but separate classes have now been formed for their benefit, and they will henceforth be the recipients of special instruction such as will fit them in particular for the profession of teaching. The cost of this new departure is to be defrayed from the "Devaraj Bahadur Charity Fund," the object of that endowment being "the improvement of Sanskrit and Vernacular literature and the advancement of education in that direction in which adequate provisions do not exist." One of the Joint Honorary Secretaries of the Fund addressed the Mysore Government in March of the present year with the object of inducing the Government "to devote the whole fund in future to the education of high caste widows." The benefits which would accrue from such an allotment were thus set forth. "By specially encouraging the education of high caste widows, we shall be supplementing the efforts of Government in spreading and popularising female education in Mysore, and at the same time save the most unfortunate section of the Hindu community from life-long misery and wretchedness, by elevating their minds and making them useful members of society." Government, in view of the object of the Fund above stated, refused to appropriate the whole sum towards offering "special inducement and facilities to grown-up Hindu widows to educate themselves for employment as teachers in Girls' Schools," but was pleased

to sanction the appropriation of three-fourths of the income of the fund for that purpose. Scholarships of Rs. 7, 8 and 9 per mensem respectively, for each of the three years constituting the course, are offered. An additional allowance of Rs. 2 will be granted for house-rent to Mofussil students. The holders of these scholarships may be of any age between fifteen and thirty, and must be of industrious habits and good moral character.

The scheme has not given universal satisfaction, especially to the supporters of Sanskrit and Vernacular literature. It is said that the Maharani's School already answered the purpose of the object towards which three-fourths of the Devaraj Fund is now to be devoted. Moreover, it is believed that there is far too much prejudice yet existing against the education of women to make the scheme a success. For our part, we shall watch the experiment with great interest and sympathy, for so great are the benefits likely to arise for India from the spread of female education that we would give the latter almost the first place among India's much needed reforms.

Dr. Fitch, in his inaugural address as President of the Teachers' Guild, England, made some very pertinent remarks regarding the evils of Text-Books, which are not without interest for India. Text-books are not without their uses. If well-written and properly used, they serve as guides to teachers and pupils; they offer an outline which the teacher skilfully fills in; they make the teaching logical, methodical and continuous; they lend themselves to rapid revision and stimulation. But we need hardly say that these wholesome purposes are not those

which the average Text-Book in India answers. Moreover, apart from the character of ordinary text-books in this country, we assert that we have far too many of them. India, educationally, is a text-book-ridden country. This is what Dr. Fitch had to say on the subject in England, and his remarks are so concise and apposite that we cannot do better than quote them as they appear in the *London Journal of Education*:—The enforcement of syllabuses and programmes by Government authorities and the prescribing of books for use in schools were pointed out as being unsuited to the needs of English teachers. The best conceivable book was not suited for all places and for all learners. That book was best for each teacher from which he could teach most effectively, which corresponded to his ideal, and fitted the special character of his own lessons. To force upon all teachers alike the use of a good book would be to repress originality, to stereotype mere routine, and to deprive the best teachers of much of their interest in their work. We should soon need the aid of another Milton to vindicate for us the liberty of unlicensed printing, to warn us in trumpet tongue that the system of favouring certain orthodox books, and by consequence of suppressing others, tends "primely to the discouragement of learning, not only by disexercising and blunting our abilities in what we know already, but by hindering and cropping the discovery that might yet be further made both in religious and civil wisdom." He need not remind them that there were substantial pecuniary interests involved in the writing and preparation of educational books, and of the danger of exciting suspicion of some subterranean influence being exerted and of officials having a personal interest in the sale of certain books. This

has proved to be a real danger in America and elsewhere; it was recognised by our own Education Department, whose regulations were very clear and peremptory on this point; and it might be hoped, in the higher interests of free and expansive teaching, that the salutary principle embodied in the "Instructions to Inspectors" would be borne in mind, if and when any Governmental control was exercised over our secondary instruction.

We remember having lately seen in one of the Indian papers a suggestion to the effect that amateur dramatic performances should give us some of the old Sanskrit plays in English translations. The most famous of the old Sanskrit dramas have recently been played with success at both Munich and Paris. Here in India, the home of Sanskrit, however, we see little or nothing of *Sakuntala* or the *Toy Cart*, either in an English, Vernacular, or Sanskrit form. It is but natural we suppose that students should be ambitious to put on the stage the particular play of Shakspeare which is the University text. Apart from the ordinary obvious advantage of so doing, an examination purpose in particular is answered. Shakspeare was a dramatist for all times and places, and hence there is little incongruity in Indian students attempting his plays, if only they would be more careful to avoid glaring anachronisms. But their ambition sometimes leads them farther afield, and with lamentable results when they attempt such authors as Goldsmith and Sheridan! It is a matter for regret that they give us so little of their own ancient dramas in an English dress. There are admirable translations of these which sufficiently preserve the genius of the original, and in putting such on

successful editors of Shakspeare's plays. We have no hesitation in saying that Mr. Deighton's series is far superior to any other series with which we are acquainted, inasmuch as it is best suited to meet the needs of the Indian student. The Introduction to the play under consideration is admirable, not being weighted with unnecessary critical matter. The most valuable part of the Introduction is that which gives an outline of the play. This should prove invaluable to students, many of whom lose themselves in the details of Shakspeare's plays and often fail to give a concise outline of the same. The incidental analysis of the different characters is subtle and interesting. Some twenty pages cover the Introduction, while some seventy pages are sufficient for the Notes and an admirable Index. The Notes, so far as we have examined them, are concise and scholarly, and while every real difficulty is considered, Mr. Deighton withholds that super-abundance of trivial information in which the average annotator delights. The type and binding are unusually good for India.

A Day in Ancient Rome, BY EDGAR S. SHUMWAY, Professor of the Latin Language and Literature, New Brunswick. Forty-first Thousand. Isbister and Co., London.

This is an admirable adaptation of Dr. Lohr's "*Aus dem alten Rom*," and is brought up to date by giving the results of recent excavations at Rome. The book consists of just under a hundred pages, and is superbly printed and illustrated. We sincerely hope that this notice of the book may be the means of introducing it to a large number of University students. For it is just the book to stimulate the student of Roman History by bringing ancient Rome as vividly as can be before his eyes. Taken in conjunction with Hunter's *Roman Republic* which we review in another column, the F. A. student would meet his examination in Roman History with the confidence which comes of full knowledge and conscientious study. But we can also strongly recommend this little book to those Englishmen who on their way home care to spend a few days in Rome; for the book forms a complete and most interesting guide to what was once the capital of the world.

New Recitations for Infants, BY LOIS BATES, London Longmans & Co. Price One Shilling and Sixpence, 1895.

This little book contains over forty recitations with actions for children of four, five and six years

of age. Not one of the pieces is either too difficult or inappropriate for the little ones for whom it has been written, while the accompanying action is well calculated to give vivacity and intelligence to the performance of reciting. English Infant School mistresses and mothers of little ones will know how to appreciate the work before us.

The Story of Sonny Sahib, BY MRS. EVERARD COTES (Sara Jeannette Duncan) London. Macmillan and Co., 1894.

This charming short story or novel we easily read at a single sitting. It tells of the escape from the Cawnpore massacre of an English baby boy and his ayah, and how the little fellow grew up in the state of Chita without any knowledge of his father, Colonel Starr, who mourned him as dead. The author is master of the situation, and hence, as was to be expected, Colonel Starr is the officer appointed by the Indian Government to lead a force against the refractory Maharajah of Chita. Sunni, his unknown son, becomes known to his father in a most touching manner. The writer has exhibited considerable skill and knowledge in writing this simple story of Indian life; and the book can be recommended to those who want to pass a pleasant and not altogether unprofitable hour.

The Royal Crown Readers, Books 1, 2, 3 and 4, with coloured illustrations, BY THOMAS NELSON & Co., London, 1895.

Messrs. Nelson and Company have for years past been specially known for their publication of illustrated literature for children. Other firms have followed, and now it is the rule for children's books, whether intended for school or for private use, to be profusely illustrated where the subjects admit of illustration. The special feature of the *Royal Crown Readers* is that many of the illustrations are coloured and that too, most artistically. These illustrations cannot fail to delight the young learner. They will appeal to his artistic instinct, always strong in a child; they will appeal generally to his own experience; and on all occasions they will not fail to incite a desire to become acquainted with the accompanying subject-matter. We are pleased to notice that many of the lessons are calculated to teach the duty of kindness to animals. There is a good sprinkling of suitable poetical pieces. At the back, there are exercises in word-building and spelling, and a few arithmetical tables. The type, paper and general get-up are excellent.

mathematical Tripos in 1892: The same year she obtained a First in the Final Mathematical School at Oxford, and in 1893 she was placed in Class IV. Part II., of the Mathematical Tripos, Cambridge. She then went to Göttingen, Prussia, and after attending the mathematical lectures for eighteen months, she passed the examination for the degree of Doctor of Philosophy with honours, *magna cum laude*, and was allowed to take the same degree by the special permission of the Prussian Minister of Education. This is nothing but the first step in a great revolution in Germany, so far as female education is concerned. For Miss Chisholm is the first lady, we believe, who has ever been allowed to take a degree in Germany. The utmost concession which has been allowed so far is that women have been permitted to attend a few lectures at Berlin, Göttingen and Leipzig. Of course, this surprising action of the Göttingen University is a perfectly logical one; but no one ever dreamt that Germany, so backward in the matter of female education, would anticipate both Oxford and Cambridge in this matter of granting degrees to women. But so it is; and Oxford and Cambridge must certainly follow suit and will possibly do so during the present year. The late Honorary Secretary of the Association for the Education of Women in Oxford, however, in a letter to the *London Journal of Education*, is by no means in favour of extending degrees to women at Oxford, and she places the public in possession of certain facts to which it is a stranger. During the last fifteen years, 191 women have obtained Classes in the Honour Schools, "but one only passed the examinations necessary to qualify for the B. A., and even she could not have claimed it, as she had exceeded the prescribed

limits of residence." The following fact is significant. "But it must always be remembered that in classical subjects, when undergraduates have been limited to nine terms at most for Honour Moderations, and usually complete their work in six, women-students have hitherto been able to take whatever length of time their teachers deemed advisable, and, as a matter of fact, have hardly ever required less than ten terms to accomplish Honour Moderations, and sometimes even seventeen or eighteen." So that, as a matter of fact, the comparison hitherto made between the men and women in the Honour Examinations has been very misleading. For only one woman has passed all the examinations qualifying for the B. A., and many of the others have greatly exceeded the time allowed by the University in preparing for Honour Examinations. The correspondent of the *London Journal of Education* therefore very justly apprehends that if degrees are conferred upon women, and the latter have to conform, as they will, to all the University regulations enforced in the case of undergraduates, there will be a lamentable falling off in the Honour Examinations. More women will take a Pass degree, and the work done for the Honour Schools will not be as thorough as hitherto. The lady correspondent evidences the high and responsible positions filled by former women-students as a proof that there is no real grievance done in withholding degrees from women. But we confess we are not convinced. Women now claim to compete with men on equal terms. That being so, they should be subjected at the Universities to the same tests as the men, and should receive the same recognition in the shape of degrees.

the stage our Indian students would be certainly assured of success, and would as certainly enlist the sympathy and active patronage of their English friends. But whether it be Kalidasa or Shakspear which our students attempt, we should like to see more systematic attention given to the histrionic art as a factor in the education of our University students, and should like to see a stage become a permanent and indispensable structure in the building of every F. A. and B. A. College throughout the country.

ORIGINALITY IN HINDUS.

(Concluded from page 109.)

In my last article on the subject, I dwelt chiefly on the evils incident to foreign administrations in general as being partly responsible for the general incapacity for independent thought as observable among all classes of the Hindus. I intend noticing here some of those circumstances that have operated (and do still operate) widely to stifle the growth of independent thought in such of those Hindus who have received an English education and who, in virtue of that education, possess in a manner the necessary intellectual basis for the acquisition and exercise of that faculty. I repeat I am not unmindful of the fact that, in spite of the many adverse forces I allude to, there are men even at the present time who exhibit a fairly progressive tendency in that direction; but I am convinced that those forces, inherent and adventitious, have committed considerable mischief among the Hindus rendering them averse to any mode, however easy, of intellectual exercise, and utterly incapable of the taxing exercise of original thought.

II. *The system of Education and Examinations.*—The system of Education obtaining

in this Presidency is far from being satisfactory. It is regulated by a series of public Examinations which have the most pernicious influence upon the young minds brought within the range of their action. Having completely severed themselves from all direct management of Primary Education, the Government annually spends a certain amount of money in furtherance of its cause in the shape of grants made to the Primary School managers on the results achieved by the pupils at the Inspector's Examinations. This system of encouraging Primary Education is attended with many evils. Education is made a matter of speculation, and the motive of gain takes the place of the motive of efficient instruction. In reply to the question, "What have you made of my boy?" the primary schoolmaster who is also the manager in many cases, might most appropriately say under the grant-in-aid system, "I have made of him Rs. 10 this year." The system, no doubt, is a safeguard against undue attention being paid to the best and the most regular of scholars to the total neglect of the dull and the irregular. It may also be a guarantee against all attempts at showing vague and general results, impressing the Inspector more by the tone and surroundings of the school than by any sterling results achieved. But the benefits contemplated by the system are more than counterbalanced by the evils inseparable from it. The concrete facts of knowledge, such as are comprised in a standard, are crammed into the young minds in a given period, and no attention is paid as to how such knowledge is to be imparted. The prospect of making gain is too overwhelming to allow of a calm and dispassionate employment of the best of methods suited to the particular stage of

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All contributions, books for Review, &c., should be addressed to the Editor, Mysore. Articles and communications intended for publication in the succeeding issue, should, as far as possible, reach the Editor not later than the 20th of the month. The Editor solicits contributions on all subjects of educational interest.

All remittances and communications regarding advertisements should be forwarded to the Publishers, EDUCATIONAL REVIEW Office, No. 4, Mount Road, Madras.

The Educational Review.

Easter is the period in England when the Teachers' Conference in England. The teacher comes out of his shell and travels to some central meeting-place to see his fellow-teachers, to discuss knotty problems, to air his grievances, and above all, consciously or not, to emphasise the fact of his growing importance. Of these meetings this year the Conference of the National Union of Elementary Teachers at Manchester, and the Conference of the (Secondary) Teachers' Guild at Birmingham call for some remarks. Twenty-five years ago, the National Union of Elementary Teach-

ers also met at Manchester. The Union then numbered 5,000 members. This year, 1895, it numbers 27,600, a very large fraction of the whole body of English Elementary teachers. It has funded property amounting to £52,000. It can boast that some of its members are holding important positions in the governing bodies of many Schools and Colleges; that its Secretary represents the Union on the Royal Commission on Secondary Education; that as many as 700 of its members have been elected to County Councils, Town Councils, Parish Councils and School Boards throughout the country; that two of its members are candidates for the next Parliament with a fair prospect of success. Fancy such things being possible twenty or even ten years back! And as regards the Education Department, that "Holy of Holies" the bare mention of which would once have caused the boldest schoolmaster to tremble, it seems to be fast assuming the position of handmaiden to the Union. At the behest of the Union, surprise visits have taken the place of annual inspection; inspectors have been converted into rational beings with rational instructions, the number and nature of subjects

taught have been modified, and the Government has seriously concerned itself with the question of superannuation. Our readers will have observed that the Union concerns itself solely with what may be called the 'Politics' of education. This is no doubt a weak point with the Union. Perhaps the Union thinks it can safely discard the discussion of the theory and practice of education on the strength of the reputation English Elementary teachers have acquired of being, as far as they go, among the best teachers in the world. As it is, however, the Union runs the risk of being ranked with those other Unions which ostensibly exist for the benefit of its members alone, and not for that of the community at large.

The (Secondary) Teachers' Guild which met at Birmingham cannot at all compare in influence with the N. U. E. T. It does not represent the whole body of Secondary teachers, its numbers are comparatively few, and its organisation is by no means as perfect as that of the N. U. E. T. Still it shows signs of progress, and the result of the labours of the Royal Commission on Secondary Education should be to increase its importance and to lead to its becoming truly representative of the whole body of English Secondary teachers.

The lesson for India is obvious, but we must be pardoned if we emphasise it. We are convinced that the position of teachers in India can never be appreciably improved until the teachers themselves have become organised. At present there is no semblance of organisation. We believe that an organisation of schoolmasters in India similar to that of the N. U. E. T. in England would do much to improve the position of teachers, the tone of teaching, and would direct with advantage

the superfluous energies of teachers into a channel other than that which leads to Congress. It would be felt that teaching was a profession, and with that feeling teachers would become more self-respecting and respected. Then might we look with confidence for a greater accession of able young men into the teaching ranks, the abstention at present of whom the *Madras Mail* very properly regrets. If the teaching profession is made more attractive, able men will naturally be drawn to it. As it is, such men will prefer to try their fortune in some other profession where the prospects are brighter; if they do enter the teaching profession, as many do, they regard it merely as a stepping-stone to some other profession. Nor can they be blamed. How many of us in choosing a profession are actuated by nobility of motive? The teaching profession is doubtless in need of able young men. They must be attracted to it. And one of the chief means of attraction will be found in the organisation of teachers, by which each teacher will no longer be an isolated, powerless unit, but one of a body wielding much influence because existing both for its own good and that of the community at large.

* * *

A wonderful thing has just happened in Germany. In that land of light and learning where, however, female education beyond the elementary stage is almost unknown, an English lady, Miss Grace Chisholm, has been allowed to take the degree of Doctor of Philosophy. Miss Chisholm had previously been a scholar of Girton College, Cambridge, where she obtained a place between the 22nd and 28th Wranglers in Part I. of the Mathe-

mental development of the pupils. The person in charge of this sacred trust, i.e., the shaping of the minds of these pupils, can ill afford the time and trouble which enlightened teaching necessarily involves, because the Inspector has fixed a certain date for the grant Examination and his pupils have to be ready in the meantime with a certain set of facts which acquire a special monetary value when pertinently given out in prompt response to the queries of the Inspector—which queries by the way, are in some cases indulgent and in others scrutinizing. It is also most deplorably true, that in many cases the schoolmaster is of very inferior qualifications and is utterly incompetent for the work for which he is appointed, not knowing how to arrange his materials for presentation and where to draw from for illustrative comparisons. He is not acquainted with child nature, its wants, its capabilities, and its tendencies. The true end of education is thus ignored, the one object being the stuffing of the mind with a certain quantity of matter in a prescribed time. Nor is this all. Moral instruction is totally neglected. Every kind of vice is fostered in the pupils, and the reason is not far to seek. The master himself is not of a high order of moral being, and, even where he is so, he has no control over the pupils because they know that he is dependent upon them for his bread. It is needless to remark here that where the pupils get scent of the master's dependent situation, they take advantage of it and play their boyish pranks to the great annoyance of the master. I have heard it said that in a certain training institution the pupils used to demand a small bribe from the normal students just before their practical test, promising in return to answer their questions promptly and correctly. When such a thing

obtains in a well-constituted school it has the most demoralising effects. In the Primary School maintained under the grant-in-aid system, the pupils know all about the position of their master, and turn that knowledge to account by indulging freely in their own mischievous propensities. The parents of the pupils also, who ought to know better, but who are often illiterate and deficient in the sense of what is calculated to promote their own interests, regard the gentlest reproof administered to their children by way of punishment as violating their sense of dignity, and put the poor master to a severe trial by withdrawing their children from his school and setting up another under a more obedient creature. When this is the unfortunate predicament of the primary schoolmaster, what wonder is it that he respects the feelings of his pupils and pays court to their parents. The natural impulses of the pupils develop unchecked in consequence, and the gratification of their unsocial and illiberal inclinations has to be allowed without a word of protest, nay, even positively encouraged. The situation is not materially altered when the manager of the school is not the master himself, but a different individual. The discipline of the school will continue to be lax so long as the manager is a man who is amenable to the wishes of the influential members of the community, and so long as he is not independent of such considerations as are subversive of the true relation between master and pupil. When the discipline is lax, efficiency in instruction is not secured.

The young mind which undergoes training in this haphazard manner, passes on to a higher stage of manipulation, where, on the assumption that proper methods have been used to mould it in the earlier years and that it has

review was Rs. 39,198-1-9, and the total expenditure Rs. 23,689-7-4, leaving a balance of Rs. 15,513-10-5, as against Rs. 376-12-6 of the previous year. Of this balance, however, Rs. 15,000 will have to be paid away when the play-ground in Marcus-square is completed. The library had acquired a stock of over 1,200 English books, and of 3,300 books in the vernacular. There was also a reading room attached to the Society, which subscribed to the leading Indian and English newspapers and magazines, & received them in exchange for the *Calcutta University Magazine*, which is conducted by the Association. The report concludes with an appeal by the Committee to the wealthy gentlemen of the community for donations towards the objects of the Society. The President pointed out that out of something like 2,000 students at the University, only 387 had joined the Society. The President next referred to the healthful, intellectual, moral, and physical benefits which the Association ought to confer on its members. After a vote of thanks to the Chairman proposed by the Hon. Justice Gurū Das Banerjee, the meeting dispersed.

The friends and old pupils of Mr. C. H. Tawney M. A., C. I. E., and several leading Sanskrit scholars who appreciate the services he has rendered to Sanskrit literature, met in the Senate House of the Calcutta University, on the 11th of last month to witness the unveiling of his bust. The proceedings began with the reading of the Report of the Tawney Memorial Fund. Mr. Griffiths, the Registrar of the University, next requested Sir Alfred Croft to perform the ceremony of unveiling the bust. Before he did so, Sir Alfred Croft spoke at length on the eminent services that Mr. Tawney has rendered to the cause of education in this country and to the advancement of Sanskrit learning in particular. The inscription on the pedestal of the bust is to the following effect:—"To Charles Henry Tawney, C. I. E., M. A., formerly Fellow of Trinity College, Cambridge, late Fellow of the University of Calcutta, and now Librarian of the Indian Office, London, who during a course of twenty-eight years in India rendered conspicuous services to education as Professor and Principal of the Presidency College, Calcutta, as Director of Public Instruction in Bengal and for eight years as Registrar of the Calcutta University, this bust has been erected by his pupils and friends in India who retain a grateful recollection of his unvarying kindness and a profound respect for the wide range of his learning and for his special erudition in classical literature alike of English and of India—January 1895." The bust being unveiled, the gathering separated.

H. H. THE NAWAB SHAMS-I-JEHAN, Begum of Murshidabad and widow of the late Nawab Nazim, has given the splendid donation of Rs. 25,000 towards the building of the proposed hostel for Indian female medical students at the Campbell Hospital, Calcutta. The Begum associates her gift with a wish that the hostel should be called "The Lady Elliott Hostel."

The following gentlemen have been appointed members of the Syndicate of the Calcutta University for the current academic Session:—Faculty of Arts: Dr. Mahendra Lal Sircar (President); Dr. Asutosh Mukhopadhyaya; Mr. A. M. Bose. Babu Kalichurn Banerji. Law: Dr. Trailokyanath Mitra (President); and the Hon. Seraj-ul-Islam. Medicine: Dr. J. O'Brien (President), and Dr. Nilratan Sircar. Engineering: Mr. J. H. Apjohn.

PUNJAB.

The services of Dr. M. A. Stein, Registrar, Punjab University, have been lent to the Kashmir State for nine months in connection with the preparation of the second volume of *Rajatarangini* (Sanskrit History of Kashmir).

SARDAR NASRULLAH KHAN, the Amir's son, while at Lahore, gave Rs. 5,000 to a local Muhomedan Orphanage and College.

MR. WILLIAM MACWORTH YOUNG, M. A., C. S. I., First Financial Commissioner, and a Fellow of the University, has been appointed to be Vice-Chancellor of the University of the Punjab, vice Sir William Henry Rattigan, M. A., LL.D., Barrister-at-Law, who has recently left this country for England.

The distribution of prizes and diplomas to the successful students of the Lahore Veterinary College took place on the 22nd of April. His Honor Sir Dennis Fitzpatrick presided.

An agitation has been set on foot to get up a memorial for presentation to the Chancellor of the Punjab University, praying for the grant to the graduates of the rights of electing from among themselves at least two Fellows to the Senate every year.

NORTH-WEST PROVINCES.

The Allahabad University has been affiliated to the University of Oxford and affiliation with the University of Cambridge has been applied for. Arrangements are also being made by the Syndicate which will enable undergraduates of the University, who wish to study Medicine in Great Britain, to enter a Medical College without Entrance Examination.

The result of the Engineer Class of the Thomas Civil Engineering College has been published. Fifteen went up, and all have come out successful. There are seven Indians of whom one, Mr. Kaikhan N. Pathak, B. A., of Bombay, heads the list, being the first Parsi who has achieved this distinction and obtained the highest marks in pure Mathematics.

The first act of any importance of Mr. Lewis, Director of Public Instruction, is to raise the of College students. This has produced much

and fear among the students and their parents, as the fees charged are already so high that higher education is beyond the reach of the middle classes.

FOREIGN.

On the 5th of April Mr. Acland received a deputation at the Education office, from the representatives of the Association of Headmasters, respecting the recent regulations which have been issued by the Science and Art Department with reference to organised science schools. After hearing the views of the deputation, Mr. Acland, in reply, said it was not desired to make an upheaval of the arrangements for these schools, but to join together in improving the method and the system on which the teaching was carried on. They were all agreed that to lessen too frequent examination, and to introduce the element of inspection, if reasonably carried on in a friendly spirit, would be of great value to these schools. One of the objects of the Department had been to make it clear that, besides the teaching of Science, which was the primary object of these schools, they also desired fully to recognise the element of literature and the teaching of special subjects. In order to meet a point which had been raised, as to the change from the old system of organised science schools to the new, the closing words of the syllabus would be:—"Reasonable latitude will be allowed for two years in any departures which may be made from the prescribed course while the changes from the present to the new system are being brought about." Taking these words together with the words in the earlier part of the syllabus, as to reasonable latitude being allowed to teachers as to the nature of the course which they might pursue, provided that the instruction was sound, satisfactory in amount, and combined with proper practical work, it would be seen that the Department had no intention of being too despotic, and that if really good and reasonable work was done under some more elastic system, these organised science schools would be found of even more benefit in the future than they had been in the past.

The Senate of the Aberdeen University has conferred the honorary degree of LL. D. on Miss Jane Harrison, Lecturer on Greek Art and Mythology. Miss Harrison was educated at the Cambridge University.

LORD RAYLEIGH, F. R. S., recently expounded at the Royal Institution the mysteries of argon, the new constituent of the atmosphere of which he is the joint discoverer. The theatre was literally crowded from floor to ceiling with representatives of science and fashion long before the commencement of the lecture. Lord Rayleigh, who literally stood entrenched behind a forest of apparatus and chemical appliances, went carefully through the history of his discovery, and illustrated all important points by striking experiments.

An earnest desire having been widely expressed for a memorial to Frances Mary Buss, the great teacher, who, in addition to her special work of founding and developing the North London Collegiate and Camden Schools for Girls, was for forty years a pioneer and co-worker in every path of educational progress, a representative Committee has been formed to carry this desire into effect. A number of suggestions were brought before the Committee as to the most suitable form for such a memorial. The Committee have agreed that the memory of Miss Buss would be most fitly honoured by (1) the erection of some material memorial, such as a window in the North London Collegiate School, and a bust in the Camden School; and (2) the foundation of a Travelling Studentship, which should enable women who have been engaged as teachers in secondary schools for some years, to go abroad for a time and receive fresh inspiration from foreign travel and study. Miss Buss was very desirous that such studentships should be founded with a view to the development of educational thought and spirit, and there is probably no object with which the idea of a "Frances Mary Buss Memorial" could be more fitly associated. When the subscription list is closed, the Committee (after providing for the memorial window and the bust) will invest the balance in trust securities in the names of the Official Trustees of Charitable Funds, who will pay the income to the committee of award from time to time, or as they direct. A sum of over £1,100 has already been subscribed. A sum of £5,000 will be required to realise the purposes proposed.

The University of Stockholm is conspicuously liberal in its views concerning woman's work and woman's mission. It has for the second time availed itself of the services of a lady teacher. Miss Anna Vedel, the daughter of a civil servant, has been appointed *Amanuensis* of Mathematics, with the right of delivering public lectures. The professorship of the same subject was formerly held by the gifted Madame Sonja Kovalesky, who died in 1891 at the early age of thirty-eight.

A movement is on foot in the United States for the general introduction of military training into public schools. A Bill is now before the New York Legislature which provides that all boys over 11 years old may be enrolled as members of the "American Guard" as long as they are "scholars of the academies, high schools, union, or other public schools of this State." The enrolled scholars are to be divided into companies, and from three to six such companies will form a battalion, each battalion to be commanded by a principal of a school, and inspected by the Inspector-General or an officer of his force annually. The sum of 100,000 dollars from the State Treasury shall be issued for the equipment of the several companies. Congress will be urged to pass a Bill authorising the detail of seventy-five additional army and navy officers as instructors in the public schools of the country.

reached the right stage of development, an increased number of subjects is crowded into a commensurately short period. Thus, in this course of education also, the teacher has no other alternative than to make his pupils cram up the subjects entering into their course, paying no regard to what faculties have to be developed during the period, and to what foundations have to be laid for the future course of collegiate education. The examination which terminates this course of instruction is conducted by the University authorities, and the cramming process is hence pushed on with accelerated vigour, since a large percentage of passes as adjudged by these authorities is accounted highly creditable to the officer in charge of that course of instruction. And where, in addition to this, the final test is a test of the pupils' memory only, the evils of cramming are considerably aggravated.

When pupils trained in this manner in the lower standards by men who, in many cases, have not got the slightest pretension to any knowledge of the scientific principles of the art in which they are engaged, pass on to the higher stage of collegiate education, they expect the same kind of treatment from their Lecturers, showing a greater readiness to commit notes to memory than a willingness to work on the outlines furnished by the lectures and to supplement the matter of these lectures by information analysed and abstracted from various books by their own efforts. It is a matter greatly to be regretted that in some colleges the students' whims are pandered to, and the system of cram is indirectly encouraged. This may seem a heavy charge, but I am convinced that I am not overstating the case. Even an one of the most renowned institutions in the Presidency

whose stability rests upon popularity, very imaginable work is done for the student, and no stone is left unturned to thoroughly equip them for the ordeal they are shortly to undergo. Notes are dictated to them, such as are neither more nor less than what are absolutely necessary and just adapted to meet the requirements of the particular curriculum or the whims of the individual examiners. The living teacher is no longer there infusing life or spirit into the students, but there is simply an animate stimulus setting in motion so many animate machines which, when the force imparted to them is expended, look up again for a fresh stimulus. This is not wholly the fault of the Lecturers, nor is it the fault of the students, but it is the fault of the system of instruction imparted in earlier years. The students find themselves quite helpless in the matter, their minds having been so moulded, and their instruction having been so one-sided.

Now, this system of cram and all methods tending to encourage cram are strongly to be deprecated. The mischievous effects are numerous and far-reaching. A spirit of dependence is inevitably fostered which is hostile to the development of original thought. Brain forces which might otherwise be more genially and economically regulated and spent, are now wasted in consequence of undue and overstrained exercise of the acquisitive powers. The thought of the approaching examination induces the student to overload his memory with all kinds of necessary and unnecessary stuff owing to his inability to remove the chaff from the wheat, and he eschews both after the purpose which their temporary retention in the mind was originally intended to serve, has been served. The long series of public Examinations which beset him from

on "Graduates their Duties and Responsibilities." After a short discussion, the proceedings terminated with a vote of thanks to the Lecturer and the Chairman.

BOMBAY.

A MEETING of the Senate of the University of Bombay was held on the 12th of April with the Vice-Chancellor in the chair, to consider the question of changing the designation of the first Medical degree and of revising the course for that degree. Dr. G. A. Maconachie, Principal of the Grant Medical College, moved a long resolution proposing that, as recommended by the Faculty of Medicine and the Syndicate, the existing regulations in Medicine of the Bombay University Calendar for 1894-95 be left out, and that new ones be substituted which required a candidate for the degree of M. B. and B. Ch. to pass the Previous Examination in Arts with Latin or an Oriental classical language. After a long discussion the following amendment was carried *unanimously*:—"A candidate for the degree of M. B. and B. Ch. must have passed the Previous Examination of the University of Bombay or have passed an examination in some University recognised by the University of Bombay, which will be considered at least as equivalent to the Previous Examination." As there were many amendments for consideration, the Vice-Chancellor ruled that he would permit only such amendments as were not inconsistent with the original proposition and the amendment that was carried, to be discussed at the meeting. This ruling did not seem to have given satisfaction to the members who had given notices of amendments, and they moved an adjournment of the meeting; this motion was lost by a narrow majority. Dr. K. N. Bahadurjee then made a speech in which he virulently attacked the staff and teaching at the Grant Medical College. In spite of frequent reminders from the chair, he continued to attack the professors of the Grant Medical College and succeeded in bringing out the patience of the members of the Senate who gradually left the meeting in large numbers. When Dr. Bahadurjee's friends observed that a majority of the opposition had left, it was moved that the meeting should dissolve. The motion was carried with the result that the proceedings were rendered nugatory. The proceedings of the meeting were throughout characterised with much warmth of debate and extraordinary procedure; and the question before the meeting was again shelved, as was the case two years ago.

MR. DINSHAW MANOCKJEE PETIT, Bart. has, through the Principal, Mr. S. Cooke, offered to the Indian Government the sum of Rs. 5,000, towards the cost of providing residential quarters for Parsee students attending the College of Science at Poona.

THE Annual General Meeting of the Bombay High Schools Athletic Association was held at the Elphinstone High Schools on the eighth of last month.

The Hon. Mr. Justice L. H. Bayley, who had recently become one of the Vice-Presidents of the Association, presided. In moving the adoption of the Annual report, the Venerable Archdeacon Lewis hoped to see the Association provided at an early date with its own grounds. The meeting unanimously resolved that H. E. Lord Sandhurst be asked to become patron of the Association in place of the late Governor of Bombay. Before the meeting terminated, the Chairman intimated that Mr. H. A. Acworth, who had recently retired from the Chairmanship of the Bombay Municipal Corporation, had promised to send out the Challenge Cup for the Association.

The Bombay University will soon proceed to elect a member for nomination to a seat in the Legislative Council. We learn that Professor Selby, Dr. Mackichan, Mr. Kirkpatrick, and Mr. Javerlal U. Yajnik are going to stand for election.

BENGAL.

THE Annual Meeting of the Senate of the Calcutta University was held on the 20th of last month. In the absence of the Vice-Chancellor, the Rev. J. P. Ashton presided. On the motion of Professor Kali Churn Banerjee it was resolved that Mr. W. Griffiths be appointed Registrar of the University for two years, from the first day of the present month. Babu Asutosh Mookerjee moved that the Rev. Dr. Macdonald, Babu Ishan Chunder Bose, and Mr. Gilliland be reappointed as the Board of Accounts for the year 1894-95; this resolution was put and carried. Prof. Kali Churn Banerjee moved, and the Rev. Dr. Macdonald seconded, that the Annual Report, which had been circulated, be adopted; the proposition was passed. In proposing that the Faculties for the year 1895-96 be constituted as recommended on the agenda paper, Kali Churn Banerjee asked the meeting to record its deep sense of the loss of Dr. Trailokyannath Mitra, who had been but a few days before his death elected by the Faculty of Law as its President. Dr. Asutosh Mookerjee's proposition "that the Committee appointed by the Senate on the 3rd January, 1891, to consider the needs of the University and the best means of providing for those needs, not having yet submitted their report, and the Chairman and the Secretary of the Committee having left India on furlough, the Committee be reconstituted, with instructions to report in three months," was not adopted by the meeting.

THE Hon. Sir Comer Petheram presided at the last annual meeting of the Society for the Higher Training of Young Men, which was held at the Hindoo School, Calcutta, on Saturday the 20th of last month. There was a large attendance of members and friends of the Society. The proceedings opened by Mr. C. R. A. Wilson, the Secretary, reading the report for the past year. There were three hundred and eighty-seven members, of whom fifty were senior members. The total income of the Society during the year under

mode of expression. To prove my point I propose a very simple test. Let any educated Englishman or Englishwoman—outside the teaching profession—be asked what difference there is between the two sentences, and should the reply be that *there is no difference at all*, let the questioner—if he dare—tell him or her; as the case may be, that such a reply argues a shameful ignorance of good English. Again: “Expand the following *simple* sentence into a *complex* sentence with two subordinate *adverbial* clauses. ‘Without this armistice the fleet would never have gone but by the order of the Admiralty.’” Why, the given sentence is as it stands a *complex* sentence with *one* subordinate *adverbial* clause. It is a very serious blunder indeed to call a sentence “simple” merely because only one finite verb is *expressed*. Surely there is such a thing as ellipsis. As well may the learned professors who set the question say that “John is taller than James” is a *simple* sentence.

I turn next to a paper set at a Madras Second Grade College—a paper that I was told was very keenly studied by many candidates for the Matriculation Examination of last December because it was imagined that the man who set that paper would also set the University paper. The very first question is: “Express the following so as to imply the truth of the supposition. ‘If he (verb *to be*) a mathematician, he (verb *to know*) it.’” How on earth with the word *if* staring one in the face on the very threshold of the sentence one can imply that the man in question is really and truly a mathematician when one says “If he is a mathematician” &c., I am utterly unable to conceive. To those who believe that “If Smith is a mathematician,” &c., implies that Smith is verily and indeed a mathematician, I propose the same *impla* test as before:

Submit the sentence to an ordinary educated Englishman or Englishwoman. It is Bain again who is responsible for the monstrous doctrine that “*if* with the indicative” implies *the truth of the supposition made*. I know not in how many grammars this absurdity is perpetrated. But what is most amusing is that these very same grammarians and pedagogues in the course of ordinary conversation, or when writing on matters unconnected with the moods, will most persistently contradict the theories they proposed from their professorial chairs or in their grammatical treatises. Hear the Jeroboam of English Grammar—the man who has not only himself sinned but has also made others to sin—in *The Senses and the Intellect*, pp. 36-7 (I quote from the third edition): “If any one of the four sensitive nerves issuing from the cranium be cut through, sensation in the connected organ is lost If any one of them is irritated by pricking, corrosion, or electricity, a sensation is produced of the kind proper to the nerve If any one of the five motor pairs is cut, the corresponding muscles cease to act If the third pair *were* cut, the motion of the eyeballs would cease.” The changes of mood here indulged in by Bain the philosopher are quite irreconcilable with the dicta of Bain the grammarian. To those who would know and understand the true functions of the moods I would strongly recommend the definitions in Mason’s Grammar and also his sixpenny tract entitled “Remarks on the Subjunctive Mood.” I shall here merely content myself with quotations from two recent writers. “In sentences” where we have *if* with the indicative “*there is no implication as to the fulfilment of the condition; they are quite colourless*.” When I say ‘If you can convince me of this, then I confess myself’

wrong,’ ‘If it has thundered, it has also lightened,’ I do not mean to imply that you can convince me of this, or that it has thundered. There is ‘much virtue in *if*.’ It is true that in some cases we say ‘if’ when the context shews that a *fact* is in our minds. ‘If thy family is proud, mine, Sir, is worthy’ = ‘thy family is no doubt proud, but mine is worthy.’ Again, in some cases the Conditional Sentence as a whole may suggest that the speaker does not believe the supposition to be true: e. g., ‘If this is so, I am a Dutchman’. ‘Do it if you dare.’ But in both of these cases the form of the *if*-clause itself suggests nothing as to the actual state of the case; any implication of reality or unreality which the sentence contains, is due to the sentence as a whole or to the context” (Sonnenschein). “It is true, it is not true, I think so are all meant to imply statement of facts as opposed to mere thoughts. Whether such statements are really true—really statements of facts—is no concern of grammar, which deals only with the meaning of the form itself. From a grammatical point of view, moreover, doubtful statements, such as *perhaps it is true*, are just as much statements of fact as *the most positive assertion*” (Sweet). Before leaving this subject I would caution my readers against placing too implicit faith in a grammarian whom, unless I mistake, numerous teachers in the Presidency regard as a very great authority indeed, from whom it is unlawful to differ on any point. Distinguished classical scholar though Dr. Abbott be—a Senior Classic and Chancellor’s Medallist to boot, distinctions to conjure the unthinking with—he nevertheless actually talks of “the Indicative form of the Subjunctive mood!” Dr. Abbott’s Latin, at least, should have saved him from such a grotesque blunder. As well, says Mason, talk of a “round-

square hole” as of an “Indicative-Subjunctive form.” To return to my Madras paper “Give the noun forms of:—*proper, grand cease, consume, bequeath, gay*.” This extremely objectionable form of question is I regret to say very common in the Presidency. “Property” and “propriety” are not the “noun forms” of “proper.” “Properté” and “propriété” are French words that are noun forms of—rather derived from—the French adjective “propre,” but it certainly shows inaccurate and confused thinking to speak of the English nouns derived from the French nouns as being the “noun forms of” the English adjective that is itself derived from the French adjective. It would be just as sensible to ask for—and a great many men I am bound to say are quite equal to doing so—“the frequentative form of the verb *cede*.” The expected answer would be *cease*; for in Latin there is a verb *cedere* whence is formed the Latin frequentative verb *cessare*; and as *cede* comes from *cedere*, and *cease* from *cessare*, therefore, &c. Q. E. D! In the case of *bequest* the “noun form of” *bequeath*, the inaccuracy of the question is still more striking, as a reference to the dictionary will shew. Again: “Give the diminutives from:—*pile, convent*.” This is really too absurd. It is perfectly true that Latin *pila* (whence English *pile* = “heap”) has a Latin diminutive *pilula* (whence English *pill*), and that Latin *pila* (whence English *pile* = pillar) gives rise to an Italian *pila* whence comes the Italian diminutive *pilastro* (whence English *pilaster*); but it is surely etymology gone mad when either *pill* or *pilaster* is expected as an answer to the question—“give the diminutive from *pile*.”* The same criticism, *mutatis*

* By the way, in a well-known English Manual published in India, a Manual that has had and possibly still has a very large circulation and that in

Educational Notes.

THE March number of the *Visaka Chintamani* is before us. It is as readable as any of the preceding issues. The article on 'Money lenders in India' is full of information and interesting. Its value will be greatly enhanced if the revenue and other technical terms occurring therein have been clearly explained; an ordinary reader of the article in its present shape will, we are sure, be obliged to pass over many a passage without clearly comprehending its meaning. This is greatly to be regretted. The writer of the article, we hope, will receive this criticism in the spirit in which it is offered, and will endeavour to guard against similar defects in his future contributions. The Editor notifies that Mrs. Brander has instituted certain prizes for nature knowledge to be competed for monthly by the young readers of the *Visaka Chintamani*. The subject for April is Birds, and candidates desiring to compete are required to answer a set of questions on the subject given by Mrs. Brander. The idea is an excellent one and Mrs. Brander deserves the greatest praise for it.

THE Revised Code for Elementary Day Schools was presented to the House of Commons recently, and we may here note one or two of its more important provisions. Though Kindergarten methods of instruction have been to a certain extent employed in infant schools for some time, they have hitherto usually ended with the infant school. The new Code provides for 'object lessons and suitable occupations' to be counted as class subjects in the lower standards of elementary schools, so that the lessons which are so valuable, when properly carried out, in training the intelligence of the infant children, will be extended. Another very commendable addition which Mr. Acland has introduced into the Code permits visits to be made, during school hours, to museums and art galleries; not more than twenty hours in the school year to be thus employed. Visits to suitable museums cannot fail to have a beneficial influence on the minds of children; and in the hands of a capable guide, such visits will prove a great source of pleasant and profitable instruction.

THE Councils of the county-boroughs in England and Wales appear on the whole to be making great progress with their schemes of technical instruction. According to the last official return a sum of upwards of £166,000 had been allocated by the county-boroughs for educational purposes. Of this sum £152,000 is estimated to be the residue under Local Taxation (Customs and Excise) Act, the remainder being raised by rate. The city of Manchester, in addition to the residue grant of £16,000, is prepared to allocate, for the purposes of technical instruction, such portions as may be required of the proceeds of a penny-rate raised under the Technical Instruction Acts. Under present conditions the

committee supplies technical instruction by means of—(1) the Municipal Technical School and the Municipal School of Art, by (2) the award of scholarships and exhibitions, and (3) by grants to institutions in the city. According to the fourth annual report for the year 1893-4, the sum of £7,992 was devoted to the technical and art schools, £2,599 to scholarships, and £5,575 in grants to various institutions. The total of students enrolled at the technical and art schools was 3,825, and it is pointed out that the former maintains its position as the first of all the institutions in the kingdom connected with the City and Guilds of London Institute, alike in respect of the number of technological subjects taught, the students enrolled, the candidates examined and passed, the number of honours and ordinary certificates awarded, and the medals and prizes received. The London Technical Education Board has resolved to award not more than a hundred evening exhibitions in Science and Technology, of the value of £5 each. Candidates must be at least fourteen, and under twenty-eight years of age, and no one will be eligible who is in receipt of more than £2 a week or whose parents are in receipt of more than £4 a week from all sources. Exhibitions of this kind have proved of great value to students in foreign countries, and they will no doubt, be eagerly sought in the capital of the Kingdom.

By the death of Professor John Stuart Blackie, Scotland has lost her most notable public figure, a man of varied learning, a distinguished writer in prose and verse, a charming talker, a brilliant lecturer, an ardent political and educational reformer. Though universally beloved, he was too often regarded as a *poseur*, particularly by those whose opinion of him was founded merely on the ludicrous incidents and comic sayings in his popular lectures, which it struck the fancy of the newspaper reporter to record. Blackie to the last was a boy, bubbling over with animal spirits and an irresponsible sense of the grotesque, which always relieved even an unpromising subject, but occasionally marred an admirable lecture. Many owed to his inspiring if discursive *causeries* their first love of everything Greek and their first stimulus to some life-long study, and many good scholars are indebted to him for their first introduction to the vast philological literature of the Germans. Space would not allow even the enumeration of the works of so prolific a writer. George Henry Lewes in his 'Life of Goethe' pronounced Blackie's translation of 'Faust' the best that had then appeared. To classical scholars he is best known by his fine translation of the 'Iliad' in ballad metre and his spirited version of 'Aeschylus'. His most popular book, 'Self Culture,' the gospel of a man who never felt old till he was eighty-five, shows the excellent moral influence he exerted on his students. Scotland will long miss his picturesque figure, and the world of teachers from the *Journal of Education*, London.)

I have enumerated some of the more important of the causes that effectively militate against the growth and manifestation of the faculty. The enervating heat of India may also be held partly responsible for the phenomenon. The total neglect of the aggregate mental energy of the fair sex may also be accounted a part of the cause, though negative in character. At all events, if the material condition of the people be improved, if the system of education be placed on a more satisfactory footing, if vernacular translations be freely made and widely circulated, and last, though not least, if certain reforms be introduced into society, then we may entertain a hope that at no distant future India will be able to produce men eminently fitted to hold their own with the best of Europeans in devising plans to increase the sum of human comforts, or in unravelling nature's mysterious ways, or in extending the field of speculative thought.

A. SUBRAHMANYAM.

SOME POINTS OF ENGLISH GRAMMAR.

II.

I now proceed to give a few blunders from two or three papers set last year to Matriculation classes at certain first and second grade institutions, premising merely that these papers fell into my hands by the veriest chance and that the instances are all of errors more or less widely current—as were those noted in my first article. Indeed, I have some reason for believing that to not a few teachers of English it will come as a revelation that the questions selected below are more or less incorrect or absurd, and are based—some of them—on utterly untenable or erroneous grammatical doctrines. One great object I have

in view in writing these articles is to make those who study English Grammar do so intelligently, and, as a preliminary to this, to rid themselves of the detestable habit of blindly swallowing whatever grammatical pabulum is administered to them on the authority of Bain, or of Meiklejohn, or indeed of any other writer whatever. I make no exception here with regard even to Mason. I would have even his statements brought before the tribunal of reason and common sense and there calmly weighed and taken for what they are worth. I gladly seize the opportunity, however, of here acknowledging my very great obligations to Mason, and make bold to say that it will be a turning-point in the history of the study of English in the Presidency when Mason's Grammars shall become the authoritative and recognised text-books in its schools and colleges,* while Bain shall be relegated to the consulting library, and other inferior books—both English and Indian—consigned to the flames of a bonfire.

From a paper set in the Nizam's Dominions I extract the following questions. "Shew that the meaning of the following sentence depends upon the Relative Pronoun chosen: 'These are the boys in the sixth form ^(who)_(that) are studying Greek.'" Now Bain notwithstanding and the numerous grammar-writers and still more numerous teachers who echo him, I venture to state that 'These are the boys in the sixth form *who* are studying Greek' bears exactly the same meaning as 'These are the boys in the sixth form *that* are studying Greek.' In fact I fancy that most people would prefer using the former

* I learn from an advertisement that Mason's English Grammar and Shorter English Grammar "have been authorised by the Educational Department of the Canadian Government and are in use in the Public Schools throughout Canada."

yet the benefit of being guided by men who could train them in a manner best fitted to enable them to utilize their energies to the best possible advantage.

III. *Foreign language as the medium of study.*—Another fact which makes a large indent upon mental energy and leaves a minimum of it available for the cultivation of original thought, is the long course of study of a foreign tongue rendered necessary not only by the incidents of our situation but also by the meagre character of the literature of our vernaculars. A knowledge of the information embodied in English literature seems to be absolutely necessary for the progress of material thought. The stage of culture reached by this highly civilized nation must also be reached by a foreign aspirant who desires to be dubbed, an original thinker by the authoritative decision of that nation. Without a strong background of such knowledge and culture, no originality is possible. But all such knowledge, knowledge of the noblest thoughts of the noblest men, is forbidden fruit to us unless we strenuously apply ourselves to a long course of close study of the English language with its "arbitrary pronunciation and intricacy of meaning." And for the successful pursuit of such a study several facilities ought to combine, material resources, inclination, and ability. If a knowledge of this high civilization can be obtained by any other means than by a study of the English literature which involves a study of the English language at immense cost, then much saving of mental energy can be effected and all this energy can be disengaged for utilization in other channels of mental exercise. If vernacular translations can be provided of all the noblest English works in arts and sciences, then an easy road is establish-

ed for acquiring mastery over the secrets of nature, and for gaining the skill required to unravel more. If the preliminary labour involved in the gaining of a knowledge of the medium and in the acquisition of facts through that medium, be itself overpowering, then there will be little or no energy left for making further advances in knowledge and further explorations in nature. "The ascent of Parnassus is too steep to permit of our enjoying the view," and few reach the top.

IV. *Mental deterioration resulting from early marriage.*—It is well known that early marriage is a great bane to Hindu society. It checks progress in every direction. A girl of twelve married to a boy of sixteen, becomes a mother when she is fourteen or fifteen, and the duty of maintaining the family devolves upon the young student of eighteen or nineteen. Assailed with cares, and distracted from attention, the young student finds further study impossible, and devotes his time and energy to the thousand solicitations of family responsibility. His children become stunted in growth, and their mental vigour cannot also be assumed to be great. In the course of a short time, his constitution also breaks down, and mental deterioration follows close upon the bodily. His memory fails prematurely, and he becomes an almost useless being. The children whom he has brought into existence do not exhibit any high degree of mental strength, and have to pass through the same influences of traditional custom, taking the same few chances of becoming highly intellectual and useful. A society that suffers from a social canker like this, cannot be expected to take rapid strides in the onward march of progress in any direction. Such a social evil is not at any rate conducive to the development of the power of original thought.

may be as well also to state that I claim no infallibility for my utterances on matters of English Grammar. If I have appeared, or in the remaining portion of my paper shall appear, to pronounce opinions as if *ex cathedra*, that is only owing to the necessities of the case, as I trust I have made evident. I believe my views to be thoroughly sound, but it is quite within the bounds of possibility that I may be altogether wrong. I have unsparingly criticised others from a sense of duty and the same feeling prompts me not only not to shrink from but even to invite criticism as unsparing of my errors. I have no doubt the Editor of the *Review* will impartially afford the hospitality of his pages to all such as are willing to do me the same sort of service that I have done to others; for I believe it to be a real kindness to point out the faults of another, provided it be not done in a captious or censorious spirit. Gladly would I learn and gladly teach. If convicted of error I shall gladly and publicly acknowledge my grammatical guilt; but I may as well state clearly once for all that "Great-is-Diana-of-the-Ephesians" sort of arguments will never convince me, whatever may be their attraction for others. That Bain or Abbott or Meiklejohn holds the views I condemn, or that all three of these distinguished men agree in holding certain views opposed to mine is an argument worth absolutely nothing. But if any one chooses to adopt the positions of any one or of all three of these men and will support his views by solid arguments he will certainly be entitled to a hearing.

The first point I wish to treat of is Analysis, or rather to be more precise—for I do not purpose treating of the subject in detail—the *Analysis of Complex Sentences*. Students in almost all the schools and colleges of the Presi-

dency are taught to analyse complex sentences in an altogether irrational way. Mason lays down the principles of analysis very clearly and accurately and he has been wisely followed by Bain and two or three other recent writers. All other grammar-writers unfortunately follow the incorrect method taught first, if I mistake not, in Great Britain by the late Mr. Morell. Most unfortunately, too, Morell's method seems to be the only method with which our University Examiners have any acquaintance, as the form of question in sundry Examination papers goes to show. Ten minutes' study of Mason or Bain on Analysis will show any intelligent reader who is familiar only with Morell's method the utter unsoundness of that method. A Complex Sentence is one which, besides a principal subject and predicate (*not*, "besides a *principal sentence*"), contains one or more subordinate clauses which have subjects and predicates of their own. These subordinate clauses may be substantival, adjectival or adverbial, and do the same sort of work in a sentence as single nouns, adjectives or adverbs respectively. It follows therefore that every subordinate clause is an integral part of the entire sentence and has the same relation to some constituent part of the sentence as if it were a noun, an adjective, or an adverb. In the analysis of a complex sentence this relation must be clearly indicated. It is just "the absence of this" clear indication that essentially vitiates Morell's method. There is a delusive simplicity about this method, but, as has been well remarked, "if saving trouble is the main thing to be considered, that object will be most completely realised by leaving Analysis alone altogether." Two or three examples will set this matter in a clearer light. N' IMPORTE.

(To be continued.)

mutandis, must be passed on *conventicle* as a suggested diminutive from "convent." My remarks on these "etymological" questions will savour of hypercriticism to some, but only to those I hope who thought it hypercritical to object to the Examiner who set the Matriculation English History paper four or five years ago that it was not England that Julius Caesar invaded—but Britain. Once more: "Rewrite the following as directed: 'Regions Caesar never knew Thy posterity shall sway.' Use the passive voice of the verbs. The answer expected was 'Regions that were never known to Caesar shall be swayed by thy posterity.' With reference to this it must be pointed out that "were known" does not constitute the passive corresponding to *knew*. The words *were* and *known* must be taken separately. This is another very widespread error. The verb *to be* followed by a *passive participle* does not always form a passive tense of the verb, whence the participle in question comes. A reference to Mason or to Whitney will effectually explode this error; but really it does not need a Mason or a Whitney to tell an intelligent man this. I give the reference however for the weaker brethren who find their reasoning faculties paralysed when they take to studying or teaching English Grammar.

So much for the destructive part of my paper—a task very repugnant to my feelings but forced upon one who has at heart the best interests of the study of English in the Presidency in which his lot has been cast and who sees no other way of many reputable Institutions was actually made the *text-book* in Matriculation classes (well indeed does the Presidency in this respect deserve the epithet "benighted!") it will be found stated that *pillow* is the diminutive of *pila*!!

bespeaking the thoughtful attention of his readers to the main subject of his paper—"Some points of English Grammar." To a consideration of these points—in regard to which very erroneous views, *me judice*, have been formed and held, I now pass on. Here it seems fitting that I should explain the genesis of this paper. I have found in the course of my teaching experience that in some matters and by no means unimportant matters—I entertain views utterly different from those held by the vast majority of teachers of English in the Presidency, as is amply evidenced by Examination papers, both University and other. As a result of this, over and over again to class after class have I found it necessary to demonstrate the untenableness of the views of others and to vindicate the soundness of my own. The cogency of my arguments has been admitted and very frequently have I been asked: "What answers are to be given to questions on these points that one may encounter in University papers? Are those answers to be given which the candidate has been taught and believes to be correct and are marks to be thereby lost; or are such answers to be given for the sake of gaining marks as one believes have been proved to be incorrect but nevertheless seem to be held very generally and are therefore not unlikely to be held by the Examiners?" I have been compelled very reluctantly to give the not very moral advice that such answers should be given as the candidate might deem to be in accord with the Examiner's views, and I fear I have at times in my impatience referred questioners to the first part of Proverbs XXVI. 5. It would have been all very well to preach from the text *mens sibi conscius recti*, but in this examination-ridden land the sermon would have fallen on deaf ears. It

his A. B. C. to his B. A., besides periodically creating unnecessary worry, anxiety, and annoyance, have the sure effect of compelling continued over-exertion which, in the absence of commensurate repairs, exhausts the brain resources and cripples the mental energies. And this effect becomes much more pronounced when it is known that the examinations are of a kind suited to test the candidate's capacity for retaining facts and not to discover whether his training has been conducted with a view to facilitate the healthy and normal growth of his mental powers. The effects on the vital functions of the body of overstraining are far more serious. Enfeebled circulation and deranged digestion are among the most marked of the effects, and when the exertion is prolonged in defiance of Nature's dictates and warnings, certain diseases develop, and end ultimately in the extinction of life. In his Directory, Mr. Barrow gives in a way the statistics of mortality among graduates. He says:—"Of 2,474 Bachelors of Arts 126 have died, the percentage of deaths being between 4 and 5, or one out of every twenty is no longer in existence. In the case of Masters of Arts, one out of every ten has passed away; and in the case of Bachelors of Law the rate of mortality is even heavier, one for every nine. These facts tend to show that the higher the standard of academical attainments reached, the less the physical stamina and vital energy." Though the evidence relied on here is perhaps insufficient to prove the conclusion, yet the main fact is undoubted, namely, that the students lose much of their vital energy during their educational course, and find themselves in consequence utterly incapable of pursuing their special studies with that effort and perseverance which are so very essential for taking

even a single step in advance to add to the stock of existing knowledge. Men are not wanting among graduates who show no signs of mental life, who are unfit for any kind of arduous mental exertion, and who spend their life in the simple discharge, in a more or less perfect manner, of the routine duties of their profession. Post-graduate study, on the importance of which so much stress was laid in the first number of this *Review* and which is so very necessary if the country is ever to produce original thinkers, can never become to any desirable extent a widespread fact in India so long as (1) means are not provided for keeping the wolf from the door, (2) the system of instruction, primary and secondary in particular, is not altered so as to provide a true basis for the healthy training of the intellectual powers under effective and professional supervision, (3) the number of public examinations is not cut down to three, for instance (Entrance, Intermediate, and M. A.), so as to minimise the evils of anxiety working on tender minds, and (4) the Examinations themselves are not placed on a proper basis so as to make them fitted to test the candidates' ability and not simply the contents of their memory. More fortunately situated were those eminent men to whom Sir Charles Turner refers when he says that India's sons "can qualify themselves to hold their own with the best of European talent in the Council Chamber, &c., &c." They were men who lived in a more healthy educational atmosphere, who lived in an age of pristine simplicity, who were free to learn untrammelled by the inextricable coil of Examinations, and who, though unaided by those helps and annotations which crowd the educational market of modern times, and though unstimulated by noble precedents and examples, had

from personal experience, are not particularly proficient in English. In other words, Mr. Manley assumes all the qualifications of a Professor in a schoolmaster. It is no reflection on the attainments of schoolmasters to say that they are not all Professors. Nor is the professorial system of teaching adopted in every school. There may be a few exceptional persons who happily unite in them the requirements of a general teacher and a professor of History, but their number must necessarily be so small, that it would be a hopeless task to adequately regulate the proportions of supply and demand.

We fear we have already made this article much longer than we originally intended it to be. We are compelled, therefore, to forego our wish to answer some conventional objections which may be urged against what we have said. Their nature, however, we will undertake to predict, is so trivial that a moderate exercise of common sense will enable most readers to meet and refute them. We devote the remainder of this paper to the consideration of the question, as to how History should be taught.

We agree with Mr. Manley that "no subject is taught so uninterestingly as History," but we differ from him when he proceeds to assign the cause. Enlarging upon battles or the "worthless gossip" of kings and queens or the "petty intrigues" of courts and nobles, at the expense of such valuable information as he instances, is, according to Mr. Manley, the sole cause of this deficiency. From what we have observed before as regards the mental tendency of the average native schoolboy, it is absurd to put a discount on what Mr. Manley calls the "worthless" gossip and the "petty" intrigues forming part of a historical narrative. We are on the contrary inclined

to think that such matters are peculiarly fitted to create a lasting love for History in our schoolboys, and once such fondness is established, the rest, be that what it may, will follow as surely as day follows night. We have already alluded to the positive effect produced on a boy who listens with rapt attention to the wonderful stories retailed highly coloured in the social and religious gatherings of the people. We have seen many a schoolboy reading by the hour the works of Tulsi Das, Kashi Ram and Kirtivas, while at school he has been known regularly to neglect preparing his lessons in History. What makes him so averse in one case and so eager in the other? The explanation lies in the fact, that the persons and events passing before his mental vision in the mythological stories are so familiar to him, each narrative appearing so vivid and real, by reason of his having constantly heard them mentioned in close association with the thrilling gossip and intrigues which Mr. Manley would have him hold in contempt, that he feels no desire whatever to make the acquaintance of others brought before him in anything but an attractive form through the pages of his text-book on History. Ram, Sita, Arjun and Hanuman, for instance, and even such insignificant persons as Manthara and Shikhandi, or again, such unimportant incidents as the movement of a squirrel at Rameshwar and the sinking of the sun in the horizon of Kurukshetra, possess an interest for him, so absorbing and powerful, that nothing else in the entire range of English or Indian History, as described to him at present, can be compared to them. Briefly then, the best way to rouse the interest of a boy in the study of this subject, is to invest the persons figuring in History with suffi-

cient attractiveness by associating them with plots and intrigues, charming or romantic, alarming or dreadful, as the case may be. We shall try to illustrate our meaning by mentioning one or two instances in which the method we prescribe has, with a slight additional help from the teacher, proved perfectly successful. We refer our readers to the days when Samuel Goodrich, better known as Peter Parley, Keightley and other authors of the same kind were in vogue. The quarrel between Becket and Henry II. or the policy and principal events of the latter's reign, now gone through as a disagreeable task, used to have such fascination for boys of that time, on account of the romantic episodes cleverly thrown in and woven round Becket's father and the Saracene Lady on the one hand, and Henry and Fair Rosamond on the other, that lessons in English History were always looked forward to by boys with pleasure, instead of being dreaded and flung aside or committed to memory like a parrot, as they are done in these days. The additional help from the teacher of which we have spoken, was judiciously and happily given in the shape of comparison between what was foreign and what was indigenous, thus rendering the former intelligible and interesting, by contrasting it with the latter which was well-known and popular. It is not possible, of course, always to find a Rosamond or an "Araby Maid" to lend attraction to the constitution of a Commonwealth or the formation of a Parliament; but we have a sufficient number of specimens in Scott's Tales of a Grandfather, Yonge's Cameos from English History or her Golden Deeds, and Wheeler's Tales from Indian History, to show what a large amount of help can be given in this respect. The limits of our paper, already stretched out

to a considerable length, will not permit us to further enlarge on this subject, but we trust we have said enough, though unavoidably in fragments, to indicate the lines on which History should be taught to make it interesting as well as edifying to the boys.

We have a few words of explanation to offer before we close. What we have said about the negative and the positive method of teaching History, refers exclusively, we repeat, to schoolboys, and has nothing whatever to do with college students. Mr. Manley's mode of making the study of History an interesting subject, will not hold good in the case of an average schoolboy. Whether it will answer for a college student, and, assuming that it will, why that which is right and proper in the case of one, should not be equally so in the case of another, are questions which lie beyond the assigned province of this paper.

To sum up: A native schoolboy, considering the conditions of life under which he grows up, is not a lover of History in the present acceptance of the term: He can be led, however, to like this subject, not by eliminating such tales as are calculated to rouse his curiosity, but by spreading them out judiciously as far as they will go, and otherwise giving him such occasional outside help as will induce him to take a personal interest, as it were, in the sayings and doings of people who lived and moved in the remotest past. We are not yet in a position to do without the aid of text-books. In selecting them however, the educational authorities who concern themselves with such matters, should not commit the blunder, as they are found to do in some provinces, of pitchforking into the curriculum of study, books which deal with historical facts, as though they were intended to teach schoolboys the Philosophy or Science of History.

P. S.—My attention has just been drawn to a leaderette in the *Madras Times* of May 17 headed "Our English Professors." The writer styles me a "hypercritic" and rather harps on that note throughout his article as if he had *proved* his point. I may remind him of the well-known riddle: "If we count a donkey's tail as a leg, how many legs has a donkey?" The answer is: "Only four, because *calling* the tail a leg will not *make* it a leg!" The writer *tries* to prove his point, but fails altogether. He says: "We have styled him a hypercritic, because it seems to us that while holding up to ridicule several foolish mistakes that our local University papers have at different times contained, he sometimes overreaches himself and falls. For example, in the case of the question, 'Give the past tense and passive participle of,' &c., our hypercritic tells us that 'the Examiner calmly assumes that every perfect participle is also passive.' The assumption, if any, is surely assumption rather on the part of our hypercritic. The Examiner asked for passive participles, and why should he not have them? And if, one of the given verbs, as our hypercritic tells us, was intransitive, the answer was simply 'Wanting;' and possibly enough, the verb may have been put specially in by the Examiner to test the examinee's sharpness." Now if the writer knew anything at all of treatises on English Grammar he would have known that in many reputable works the perfect participles of *all verbs alike*—whether transitive or intransitive—are erroneously styled "*passive* participles." I mention the names of two books much in vogue in the Presidency, *viz.*, Meiklejohn and Morris. (One is rather startled to find the honoured name of Morris in company here with Meiklejohn's, but nevertheless the fact is as I

have stated it.) I simply deny that the Examiner knew that all perfect participles are not necessarily *passive* and I also deny that he included an intransitive verb in his list merely "to test the examinee's sharpness." In fact if any examinee had written "wanting" in the case of any intransitive verb, as the writer so lightheartedly suggests, *he would have lost marks!* The charge of "hypercriticism" therefore recoils upon the writer in the *Madras Times* for, as I have *proved*, it is he who has overreached himself and fallen heavily. I am glad, however, that the writer admits that I have pointed out "several foolish mistakes" in University papers. I only wish to add that if he will apply to any native bookseller he will be able to purchase books expressly written for the use of *P. A. and B. A. Students* wherein all the "idiotic questions"—as he elsewhere styles them—are answered in a way that would have gladdened the Examiners' hearts.

HISTORY AND SCHOOLBOYS.

We have watched with considerable interest the important controversy carried on for some time in the pages of this *Review* by Mr. Manley and Mr. Hunter. As Mr. Hunter opposed Mr. Manley's view of History being a science, and Mr. Manley has finished his rejoinder, the said literary duel is presumably at an end now, so far at least as Mr. Manley is concerned. With the theoretical issues of that controversy we have nothing to do in this paper, the plain object of which is simply to consider from a purely practical point of view the wisdom of Mr. Manley's concluding paragraph, as it appears in the last month's issue of this magazine. Mr. Manley ends his reply by stating that, "Schoolmasters could make

History as a Science. The earliest and nearest approach which a native boy makes to the acquaintance of History, next to devouring old wives' fables, lies in the direction of certain socio-religious gatherings where perhaps for the first time in his life he hears the wonderful stories of the Ramayana and the Mahabharat, the exploits of Rüstüm or the warlike deeds of Hosen and Hasep, which lose nothing of the marvellous in narration; indeed, so far from losing, they receive such embellishment at the professional story-teller's hand, that the boyish mind, already steeped in a love of the extraordinary, goes home highly satisfied with the result. The repetition of this listening process produces a positive and a negative effect on the bearings of his after-life. We shall have occasion presently to speak of the former. The negative effect manifests itself in two ways: first, in the disappointment he feels when he comes to read these stories for himself in the vernacular, inasmuch as they appear rather tame to him by the side of what he had previously heard, and secondly, in the disinclination which he shows during his school-career to the study of History or such portions of it which have nothing of the romantic or the wonderful in them. How far, then, the method of reading History as a science at this stage is likely to be appreciated by such a schoolboy, we shall leave our readers to judge for themselves. The fact is, if it be justifiable to say that everything is the product of its age, then it can be asserted with equal justice, that the native boy is also the direct outcome, so far, of his environment. We have seen what that environment is, as regards History; small wonder, then, that with a mind saturated by all that is surprising and marvellous, he should hanker after similar food, and turn away in disgust from such

dishes as Mr. Manley proposes to set before him for the delectation of his historical palate.

What we have advanced hitherto in support of our contention, that the native schoolboy, judged by the conditions of the class in which he reads, or by the effect of the religion which he professes, does not take kindly to the study of History as a science, has been necessarily of an *a priori* nature. We owe it to Mr. Manley, however, to point out some instance in which the teaching of History conducted on the lines indicated by him has actually failed. Fortunately for the boys, instances of such instruction are rare, but Keene's History of India prescribed the year before last for the entrance section of schools in the North-Western Provinces furnishes the nearest case in point. The author has arranged his facts in a way which bears a close resemblance to the system advocated by Mr. Manley. The consequence of teaching such a book was disastrous, as seen in the results of the last year's Entrance Examination. It has been now deservedly rejected by the Department, and the University of Allahabad intends, we believe, to adopt the same course.

We shall next say a few words with regard to the existing class of schoolmasters who could, according to Mr. Manley, make History "a far more interesting subject." In order to compass the end pointed out by Mr. Manley, a schoolmaster must needs possess not only a respectable knowledge of Philosophy and Economics, but he must also have such command over English, that the valuable information to be conveyed by him (Mr. Manley evidently wishes him to be independent of all text-books) may be clothed in a style, at once attractive and simple enough for the understanding of his pupils who, we know

READING AND RECITATION IN SCHOOLS.

(Concluded from page 222.)

It should be borne in mind that the voice is one of the most wonderful and most important of all our physical faculties, and it should not be neglected as it has been heretofore in our schools. If physical education and moral training are valuable, then the training of the voice should come next in value in every elementary school; and the vocal powers should always be cultivated with special reference to the intellectual powers. But distinctness of utterance or of enunciation and articulation, important as it will always be, is somewhat mechanical in its execution and makes no large demand on the intellectual powers. Hardly less important than distinctness is the proper modulation of the human voice. It has been proved by observation and experiment that in the utterance of language, as a general rule, the manner in which the voice is modulated indicates very decisively the reader's or speaker's appreciation of the meaning of the language uttered, and most effectively impresses that meaning or fails to impress it upon the minds of the listeners. The tones of the voice can be so modulated that they will indicate joy or grief, pleasure or pain, confidence or doubt.

To make this article practical, we shall point out the ways in which the voice can be modulated, briefly thus:—

- (1) To vary the tone, higher or lower with reference to the key-note.
- (2) To change its quality—that is, to make the tones pure or smooth or rough or harsh.
- (3) To alter the quantity of sound; as loud or soft.

- (4) By inflections of the tone.
- (5) To use the same tone for all words or by monotone.
- (6) By emphasis or by giving a louder or varied tone to the more important word or words.

All these modifications of the voice depend on the sense or meaning of the language and thought presented to the pupil. This is essential to intelligent reading, the modulations being subject to the will of the reader.

If it is allowed by all that we must teach reading or the art of utterance, if we can, during the most receptive years of life, let us then secure good reading and speaking (1) by insisting on distinctness of enunciation and of articulation of all words and terms, (2) on correct pronunciation, and (3) by requiring a proper modulation of voice adapted to the meaning of the language employed. To make ourselves clear in regard to modulation of voice, let us refer to the ordinary question, "Will you drive to town to-day?" by way of illustration. By varying the tones and inflections, the question may have six different meanings. Each word in this question may be emphasised by the inflection of the voice as follows:—

Will you drive to town to-day? (or to-morrow?)
 town ? (or to the country?)
 to ? (or part way?)
 drive ? (or walk?)
 you ? (or will your brother?)
 Will ? (or have you no will?)

This style of voice culture is possible for young people in our schools; and even the uncultivated voice of older people whose reading and speaking are defective can be greatly improved by use and good training. The best way, and in fact the only efficient and expeditious way of doing this desirable work, is to begin by analysing all common

History a far more interesting subject by saying less about battles or the worthless gossip of kings and queens or the petty intrigues of courts and nobles, and by saying more about other valuable information, such as social progress, the improvement of justice, &c." It is necessary for the purpose which the present article is intended to serve, that we should append a numerical list of the matters which Mr. Manley would like schoolmasters to "say" in order to make History "a far more interesting" subject. Exclusive of the two we have already quoted, Mr. Manley enumerates no less than nineteen others, all more or less of the same kind, and then closes the catalogue, reluctantly it would seem, with an *et cetera*! For the benefit of those who have not seen the May number of the *Educational Review*, we may mention that, the growth of Parliament and trade, the process under which the manners and customs, the education and morals of a people have improved, the regulation of trades and industries, are some of the items of information which, according to Mr. Manley, will render the teaching of History interesting to "schoolboys."

Before proceeding further, we may at once say that we do not agree with Mr. Manley. We do not believe that History is ever likely to become an interesting subject, if schoolmasters adopt the method advocated by Mr. Manley. To guard against all possibility of any one's misunderstanding the meaning of our contention, we shall make a running reference only at present to two of the circumstances under which we have made the opposing statement, namely, the existing class of schoolmasters as a body, and the present pose of schoolboys with their 'environment.' It is also necessary to bear in mind that both

Mr. Manley and ourselves are speaking of schoolmasters and schoolboys, especially and mostly of native schoolmasters and native schoolboys; otherwise, much that follows will be liable to confusion and wrong application.

In order to clearly define our position, we sub-divide our paper into two parts: How History should not, and how it should be taught, under the circumstances, of course, which we have already pointed out.

First, then, we take up the negative side of the question. We have stated that History, if it is to be interesting, should not be taught on the lines recommended by Mr. Manley. We now hasten to give our reasons why we think so. For the sake of conciseness as well as convenience, we shall distribute our remarks separately on schoolmasters and schoolboys, beginning with the latter. The majority of boys throughout the country, heterogeneous though they may appear at first sight, will nevertheless, on near approach, be found according to their environment to resolve themselves into two main kinds, and these again eventually merge into one and the same type of students,—a type which we purpose presently to show, does not lend itself readily to the study of History, and, what is much more to the point, is not favourable to the acquirement of historical knowledge as a science. This, we may add by the way, is answerable, perhaps, for the otherwise inexplicable fact, that while India abounds in various species of ancient literature, it has no History worth the name. We may judge of the mental predisposition of an average native boy, either by the associations and surroundings of his early life, which are more or less the sequence of the religion he or his parents profess, or by the subsequent conditions under which his school-life deve-

press energetically these sentiments, dissimilar tones are required. But forgetful of the advantage of modulating the vocal sounds, boys' schools of the present day have banished the native style of expressive reading. It is however a consolation to find that it is encouraged at least in the girls' schools established and controlled by the Inspectresses of Schools. These ladies hope to stop the mischief of garbling a reading lesson which, under the system of constant preparation for examination, is left for the pupil in the boys' schools to manage much as he likes, the retention of certain facts in the memory being the chief thing aimed at by the system of examination for result grants. The women teachers are likely soon to steal a march on the male teachers in their task of teaching to read, for they recognise the fact that learning to read is to many children hard dreary work, and they try to do what they can to make the reading lesson a delight.

We end this short paper by stating that the art of reading or finished recitation is even more suitable to women than to men. Nature has given the female sex flexible organs, an imitative faculty which adapts itself marvelously to all those arts whose object is to interpret. We would add that this talent which in men becomes a means of livelihood, may in Hindu women be exercised in the course of their domestic occupations, their most sacred family duties. They are daughters, sisters, mothers, wives—more than one has or may have an old helpless father, a mother overwhelmed with grief or with the care of a sick child. The Hindu father is unable to read, his eyes refuse him their service; the mother cannot, as she was never taught, and her heart is too sore; the child would like to, but knows not how. What can be more

delightful than for the young girl to be able so to read with a proper modulation of voice as to calm the sufferer, console the sorrowful, amuse the restless! We therefore say to them, learn to read and strive to acquire a talent which may become a virtue.

A word more to the teachers of both sexes. Remember that "to teach to read properly is to educate." Do not let the wonderful voice and power of expression given to children go to rack and ruin through your carelessness.

V. KRISHNAMACHARI.

BRIEF HISTORY OF PUBLIC INSTRUCTION IN MYSORE.

SECTION II. 1872—1881.

(Continued from page 231.)

23. *Retrenchment Committee of 1877-78.*—The disastrous famine of 1876—78 compelled the Administration to retrench expenditure in every direction. The despised Education Department was a *corpus vile* on which any experiment could be tried. The Sub-Committee on Education thought it necessary and proper to make the following suggestions. "We are of opinion that the appointments of Inspectors of Circles are unnecessary, and should be abolished, on the ground that the departmentalising (*sic*) of education, and the separation of it from the control of the Deputy Commissioner, is *unwise and injurious*. We consider that in every district the Deputy Commissioner should be the head of the Education Department, subject to the Director." The italics are ours. These wise dicta of the Sub-Committee which now read like a bit of old world history went down with the Chief Commissioner who was only too eager to grasp at any means of reducing expendi-

who passed from the Lower Division could hope to be Sub-Engineers or Rangers. Mr. Gramatzki, Assistant Engineer of the First Grade, was the First Principal and Mr. E. R. Subbarayar, B. A., B. C. E., was appointed as Assistant Master. Mr. Harman, Superintendent of the Experimental Farm, and subsequently Mr. J. Cameron, gave lectures on Botany, Chemistry and Agriculture, &c. Liberal Scholarships were provided for the students. Nearly all the students of the Upper Division of 1875 subsequently attained to the position of Executive Engineers or Conservators of Forests in the Mysore service. Mr. W. P. Lynam, C. E., succeeded Mr. Gramatzki as Principal in May 1877. Up to the end of March 1879 five students of the Upper Division were appointed Apprentice Engineers in the P. W. D. and three were appointed Probationary Assistant Conservators in the Forest Department. In the following year however Government abolished the Senior Department of the school, preferring on grounds of economy as well as efficiency to give Scholarships to selected students to enable them to study Engineering in the Colleges of Poona and Madras. Mr. Lynam retired in February 1880, and Mr. Subbarayar was transferred to the permanent establishment of the Mysore P. W. Department as an Assistant Engineer, Mr. C. A. Mahadeva Sastri, B. A., B. C. E., being appointed in his place. The school was reduced to one of lower grade teaching up to the standard required for Overseers, Sub-Overseers and Taluk Maistries in the P. W. Department and for subordinates in the Revenue and Topographical Survey Departments. The school as thus reconstituted was placed under the Headmastership of Mr. Standish-Lee with Mr. Mahadeva Sastri as Assistant Master.

26. *Other Technical Schools.*—Mr. C. Runga-

charlu, Revenue Secretary to the Chief Commissioner, was a great enthusiast for Scientific education, and got the Government to sanction a Botanical and a Medical School for the Province in 1880. The former was to supply the place of the special instruction for Forest students previously given in the School of Engineering and Natural Science. Mr. Cameron gave three lectures a week on Botany, Vegetable Physiology and Practical Gardening. The Medical School was opened in connection with the Pettah Hospital at Bangalore and was placed under the control and supervision of the Senior Medical Officer of the Local Government. It provided for a three years' course of study, and was principally intended not only to train Medical Subordinates of the Lower grade but also to afford "Medical instruction to the public at large." The Headmaster of the school was Mr. D. A. Choksi, L. M. and S. of Bombay. Both these schools after languishing for a time had to be closed without fulfilling any of the lofty hopes of the founder.

FEMALE EDUCATION IN INDIA.

In the heroic period of Indian history women were taught to read and write Sanskrit, and were also instructed in the fine arts:—drawing, painting and music. The majority of those who received this education belonged to the Kshatriya class. The Kshatriya ladies had fewer household duties to perform than their Brahmin sisters, and had therefore more leisure time to devote to their studies. Their immense wealth enabled them to employ the very best teachers to instruct them in their palaces. But the Brahmin women, being poor, could not do so, and they had to pick up what little they could from their father, brother or

lops. To put it in a handy form, we must judge of a native boy Class-wise or Religion-wise, if we wish to form a correct estimate of his capacity to learn History as Mr. Manley would have him learn it.

The first time that ever a boy is brought face to face with History dates from a period when he joins what is known as the Preparatory Middle English Class in the United Provinces. What are the antecedent general attainments of a boy who for the first time in his school-career is thus provided with a manual of Indian History? Previous to his promotion to the Fourth Class, the comparatively few subjects which he had or is supposed to have learnt, were conveyed to him entirely in his vernacular. Is he now to be expected to take an intelligent interest in the intricacies of such abstruse information as social progress, public justice and its cognates which Mr. Manley names, or is he first to try and surmount the difficulties of the language which overwhelm him to such an extent, that many a poor bairn, however bright he may have been before, has been known to wish devoutly that he had never come up to a class which threatens at almost every step to paralyse all his efforts? Mr. Manley will perhaps reply that what he said about the interesting way of learning History was not intended for boys of this class. We will therefore ascend a class or two higher in the scale of a High School gradation and institute our enquiry in the first two classes which prepare candidates for the Entrance Examination. Here we find boys advanced by more than a couple of years' reading, pronounced successful in a Departmental Examination known differently in different provinces, and are therefore reasonably supposed to have got the better of their fear

of the foreign language which frightened them at the threshold. But what is the real state of affairs there? Is the supposition with which we have credited them above, substantiated to any extent by the facts encountered in these two classes? Any schoolmaster who has had even a year's experience of teaching these classes will bear us out when we say that the students thereof are, as a body, miserably wanting in the knowledge of the very elements of English Grammar, that they cannot put two words of English together so as to save it from becoming a ludicrous piece of composition, that it is some time before they can be initiated into the way of performing their day's ordinary routine work with anything like tolerable ease. Far less is it likely, therefore, if not altogether preposterous, that such boys will acquire an intelligent grasp of historical matters like those mentioned by Mr. Manley, which by reason of the abstract ideas they embody, are sure to act as an infliction on them similar to that of adding injury to insult. It is evident, therefore, that the attempt to give lessons in History to schoolboys considered Class-wise, in the scientific method proposed by Mr. Manley, will not only render the subject doubly dry-as-dust to their limited receptive capacity, but it will also entail under those circumstances a reprehensible loss of time and labour on the part of both the teacher and the student.

The prospect is still more dreary, if we come to contemplate the early surroundings of a native boy's life as they are determined by the religion which he follows, and that happens in the majority of cases to be either Hinduism or Mohammedanism, both which, be it observed, are bad pedagogues to create or develop in one a taste for the study of

words into their elementary sounds under the guidance of one who is master of the vocal scale or of forty-one sounds, and this practice should include also enunciation and articulation and pronunciation, and should be continued regularly until all the sounds can be enunciated and articulated, correctly and easily. Even deaf people can follow what is read or spoken, if the reader or speaker follows the simple directions:—(1) Enunciate or give every sound in each word clearly; (2) then articulate or join the sounds distinctly and deliberately; and (3) next let the voice be properly modulated so as to bring out the spirit and colour as well as the thought of the lesson or passage read or recited.

These simple directions some native teachers may say are all right for teaching to read the English language; but how shall we manage a reading lesson in vernacular prose or poetry? We say the same rules are applicable to vernacular reading with one exception, and it is this. The native style of reciting a poetical piece is the singing style, and it is a great mistake to condemn this style as something monotonous or singsong. A correct modulation of the voice according to the sense of the passage is quite in accord with the condition that the reading should be intelligent and natural. The native singing style is quite in keeping with the germs of sentiment which arise in the young mind in connection with a pathetic or humorous piece set for a reading lesson. It is a mistake to disregard the imagination of the young and their moral and religious sensibilities. They soon pass from the region of vague knowledge into that of feeling and emotion. Native teachers from time immemorial have had a careful regard for the imagination of the young by cultivating the voice and the ear to appreciate the

musical tones which suggest love or hope, fear or wonder, joy or sorrow, pleasure or pain. There are many ways of reading verse, and reading is translating. Elocution to be good must exactly represent the genius it is representing. To discourage the native method of singing a vernacular verse is to forget that each kind of poetry requires a special kind of interpretation. To read an ode as you would a fable, and a lyrical fragment as you would read a drama, is to cast over the magnificent variety of works of genius the pall of monotony. When you read poetry, you must read as a poet. As there is rhythm, make that rhythm obvious. As there are rhymes, make those rhymes apparent. Has this object been attained in the case of vernacular reading during the past quarter of a century in which elementary schools of a new type have replaced a vast number of indigenous schools? Not yet. We trust we have sufficiently shown that pupils as pupils and teachers as teachers will find the native style of reading a powerful auxiliary in the art of reading Indian poetry. To discourage and ridicule it as has often been done is to deprive our poetical pieces of all their charm.

It may not be out of place here to refer briefly to the nine poetical Rasas or sentiments or emotions of the mind expressed almost invariably in Indian poetry, classical or modern, an appreciation of which governs the indigenous method of Pandits who modulate the voice when teaching the young to read aloud. These Rasas or sentiments are (1) Sringaram = love; (2) Viram = courage; (3) Bhayam = fear or terror; (4) Kurchai = disgust; (5) Karuna = mercy; (6) Kopam = anger; (7) Perunakai or Hasyam = laughter or mirth; (8) Arbhutam = wonder; (9) San-tam = peace or stoicism of ascetics. To ex-

husband, in the little time they had at their disposal after performing the onerous duties of the household. Moreover the Swayamvara form of marriage adopted by the Kshatriyas gave an additional impetus to the education of the ladies of that class. Then it was the primary object of every Kshatriya maiden to improve her mind and cultivate her intellect by as good an education as possible, and learn to excel in the fine arts, so that the most accomplished princes might compete for her hand.

During the heroic and Puranic periods though girls were not sent to public schools, they were allowed to receive as high an education as the circumstances of each would permit. Instances are known of Hindu ladies who had mastered even the difficult grammar of Panini and of those who were able to write good poetry. An amusing anecdote of an illiterate king whose wife was a grammarian is given in the Kathasaritsagara. On a certain occasion the King Satavahana went with his wives to his pleasure garden which surrounded a beautiful lake, and after roaming about for a long time, descended into the waters of the lake in company with his wives. They sported there for a long time by throwing water on one another. Then one of his wives became exhausted with the sport and begged him not to pelt her with water in the following words:—"Mam Modakaih Tadayā." The king not knowing that the two words *ma* (not) and *udakaih* (particles of water) coalesce into *modakaih* according to the rules of Sanskrit Grammar, mistook *modakaih* for a single word which means sweet-meats, and immediately ordered a quantity of them to be brought. Upon this the queen burst out laughing and asked him if he did not know even the simple rules of coalescence (*Sandhi*).

The king overpowered with shame and grief, immediately returned to his palace and commenced at once the study of Sanskrit Grammar.

There is ample reliable evidence to show that we had several Hindu poetesses also. The stanzas composed by some of them have been preserved. In Sanskrit works reference has been made to the following list of poetesses. Phalguhastini, Sila Bhattarika, Bijjaka, Marula, Morika, Vikatanitamba, Subhadra, and Madhura Vanyamba. Every Hindu knows that the king Bhoja was a great patron of Sanskrit poets and dramatists. It is said that during his reign there was scarcely a household in his capital which did not contain a poet. The high rewards which he gave to poets, encouraged not only men but women also to cultivate a knowledge of poetry and learn to compose verses. On one occasion a learned Brahmin accompanied by his family came to the audience hall of the king and declared himself to be a poet. Upon this the king proposed to him a *Samasyapurnam*; that is, he proposed a part of a stanza and asked the Brahmin to complete it by composing the remaining part *extempore*. The Brahmin, his wife, son, and daughter-in-law, each of them composed a different stanza completing the same *samasyā*, and obtained high rewards from the king. The king was so great an admirer of fine poetry that his queen Leelavati and even a female servant, Sita, a chowrie-bearer, had learnt to compose *extempore* verses. After a large part of India had been conquered, the different Kshatriya leaders settled down in different parts of the country, and began to lead a luxurious and idle life; and their wealth, indolence, and luxury led to the formation of the courtesan class. It became the paramount object of the

women of this class to learn all the arts of pleasing men. They improved their personal charms by means of powders, paints and jewels. To make their society agreeable and attractive to men, they not only learnt the arts of drawing, painting, music and dancing, but also learnt to read and write. Their learning was sometimes so high that they were able to compose fine lyrical poetry and love-songs. Their personal attractions, their accomplishments and learning attracted not only libertines and illiterate men, but also learned scholars to their houses. Thus accomplished and refined was Vasantasena, the heroine of the drama *Mrichchakatika*, and instances of such women in real history are not wanting.

I shall now briefly refer to the evil effects produced by the education of these immoral women on the education of Indian women in general. The varied accomplishments which were so much admired in them, soon became associated with that class, and were consequently regarded as undesirable and improper for women belonging to the respectable classes. Dancing was considered as indecent for family-women, and they were therefore not permitted to learn it. There arose a prejudice against music also. Family-women were not allowed to cultivate their voices by training, nor were they allowed to learn to play upon musical instruments. And even marriage songs which form so important a part of the programme in Hindu marriage-festivities, they were not allowed to sing in public or in the company of men except on marriage occasions. This is the cause of the great opposition offered to the introduction of music, vocal or instrumental, in the curriculum of Indian girls' schools. Even learning was associated by illiterate men

with the courtesan class. These men thought (and several of the modern Hindus also think) that by giving education to woman she would be led to immoral ways. This is the main cause of the objection urged by the masses to giving any kind of education to Hindu women.

(To be continued.)

S. MALHARI RAO.

EDUCATIONAL PIONEERS.

IV.—Locke (1632—1704.)

Locke, like some other English writers on Education, derives his reputation from other than educational writings. As an educational reformer Locke is neither known nor appreciated in England to anything like the same extent as on the Continent. Payne in his "Lectures on the History of Education" dismisses Locke as an educational reformer in less than two pages. Quick in his "Essays on Educational Reformers," and Browning in his "Educational Theories," however, accord to Locke much fairer treatment; but it is on the Continent that Locke is revered, even beyond his merits, as an educational pioneer. There he is looked up to, not so much as the disciple of Montaigne, but as the master of Rousseau and as the source from which the French philosopher derived the ideas embodied in his "Emile." Perhaps Locke's reputation in England as an authority on Education would be increased if it were remembered that his fame as an Educationist does not rest alone on his *Some Thoughts on Education*, but also on his better known works, the *Conduct of the Understanding*, and his *Essay concerning Human Understanding*. A full view, in fact, of Locke's ideas on Education cannot be obtained without reference to these two larger and philosophical works.

There is this advantage which Locke's book *Some Thoughts concerning Education* has, and that is that it was published in 1693, when Locke was over sixty years of age. It thus embodies the experience of a life, not only the experience of a philosopher (whence comes Locke's strength as a psychologist), but the experience of one who had devoted some years to actual teaching. From 1658, when he took his degree of M. A. as a student of Christ Church, Oxford, to 1666 he lectured on Greek, Rhetoric and Moral Philosophy. As tutor, later on, to the second Lord Shaftesbury he had an opportunity of observing the character of children and of putting into practice ideas which he had already conceived on the subject of Education. This then is the value of *Thoughts concerning Education*. The book sums up the combined experience of a philosopher and a pedagogue.

Locke's name is intimately associated with what is known as "The Hardening Process." Locke himself was somewhat of a physician and throughout his life suffered much from the effects of a weak constitution. It is all the more surprising, therefore, to find him advocating a process which, as Herbert Spencer says, would if put into practice soon harden children into the next world. Some of his remarks on Physical Education are excellent. "A sound mind in a sound body is a short but full description of a happy state in this world. He that has these two has little more to wish for; and he that wants either of them will be but little the better for anything else." "Much air, exercise, sleep; a simple diet, no wine or strong liquors (Locke did not forbid the light beer which English children then drank); little or no medicine at all." But what shall we say of the following, and similar rules:—"Garments that are neither too tight

nor too warm; finally, and above all, the habit of keeping the head and feet cold, often bathing the feet in cold water and exposing them to dampness." Again, the child is "to have his shoes so thin, that they might leak and let in water, whenever he comes near it, and to play with bare head and feet! Such paradoxes are in need of no refutation. The grim fact alone suffices that thousands of the children of the lower classes in England die off year by year because they are insufficiently fed and clad and are exposed involuntarily to that "hardening process" which Locke would prescribe for all. On the whole, however, Locke's rules on Physical education are sound, inasmuch as they point to a more natural mode of living—simple and vigorous.

Passing from the subject of physical education, we have next to briefly consider Locke's views on Discipline. Here, Locke is far more in accord with the Continental practice than with the English. The possible explanation of the peculiar and extreme views held by Locke on this subject is that he expressed himself thus strongly as a set-off against the harsh and even brutal system of discipline which existed at his time. The motive of honour is the one to which Locke would appeal as a means of discipline. Love and fear as weapons of discipline are to be banished from the teacher's armoury. Corporal punishment which "makes a slavish temper" is interdicted, the sense of honour and duty taking its place. Now every experienced teacher must admit that where one child is influenced and managed by this sense of duty and honour, there are nine children who must be appealed to in other and various ways, and that in some cases, corporal punishment is both necessary and salutary. That corporal punishment was and is too readily used in English public schools we admit, but

ture, though he too must have felt qualms of conscience when the total outcome of the Committee's deliberations was a saving of only Rs. 33,000 per annum. Each Deputy Commissioner was to have under him one Deputy Inspector and two Sub-Deputy Inspectors. The following are the remaining recommendations made with an easy conscience by the Sub-Committee and deserve to be mentioned as a specimen of administrative wisdom. "We are further of opinion that the following reductions are feasible: (1) The three Normal schools might be abolished as being unnecessary inasmuch as the most advanced pupils in the Taluk Vernacular Schools might be appointed as Hobli schoolmasters. (2) The Government Girls' schools, which are now without competent female teachers might be dispensed with; the aided schools, which are better conducted, being sufficient for present requirements. (3) As the study of Sanskrit is seldom resorted to, and need be encouraged only at some of the principal stations like Bangalore and Mysore, grants-in-aid might be refused to the Sanskrit schools at other than these two stations, where the education imparted is confined principally to instruction in religious books. (4) The (Central Book Depôt) Curator's appointment might be abolished, and the work transferred to the Principal of the Central College, or the Director of Public Instruction." The Normal schools which were opened with a loud flourish of trumpets in 1864 must have sunk to a very low level of efficiency indeed when they could turn out no better products than the advanced pupils of Taluk Vernacular schools such as they were in 1878. Female teachers were not found then as now either in the Government or aided Girls' schools, but the former were to be abolished to save a

paltry sum of Rs. 3,000. The Sanskrit schools may perhaps be considered a luxury which would deserve to be retrenched at a time of financial difficulties. The last recommendation however beats all the rest. The duties of Curator of the Book Depôt were recommended forsooth to be added to those of the Principal of the Central College. After some years of correspondence a Vice-Principal was given to the College, and that perhaps led the Government of the day to think that the Principal had an easy time of it. The fact was that from 1876 to 1882 the Principal, Vice-Principal and two Assistant Masters with the help of a Kannada Munshi had to teach every subject in the four F. A. and B. A. classes together, the College was no more than the Upper division of the High school, and Government objected to give even a writer for the College. And yet the Central College was the highest educational institution of the Province which was to train up the future administrators and rulers of Mysore after the Rendition. How the niggardly policy of the British Commission that gave only half-hearted and grudging encouragement to higher education was changed soon after the Rendition by the native Government will be recorded later on. The recommendations of the Retrenchment Committee were however adopted in the main, the duties of Curator being tacked on to those of Director and a saving of Rs. 33,000 a year being made in the Educational Budget. But a fatal blow was dealt to the Normal Schools and the Girls' schools, and the work of inspection badly conducted as it was became still worse, being left almost entirely to the Sub-Deputy Inspectors, a class of ill-paid officers distinguished neither for ability nor for character.

24. *Normal School*.—There was one Nor-

mal school for training Anglo-Vernacular and Taluk schoolmasters and three for training Hobli schoolmasters in 1871-72. The Kanarese department of the former was transferred before the end of the year to Coorg, the Hindustani class being retained as the Hindustani Normal school at Bangalore. The latter schools were transferred to Tirthahalli, Davangere and Challakere. That the training schools for Hobli schoolmasters were not worthy to be called so seems very probable. They contented themselves with giving general instruction to teachers of village schools. The number of these schools was reduced to two in 1874-75 when they were established in Devanhalli and Shimoga, but was again raised to three in the following year. After the wants of one part of the Province were satisfied the schools were shifted to another part. A Manual of School Management in Kanarese by Rama Bhadraraya for the use of the Hobli masters was published for the first time in 1876. The three Normal schools for the training of Hobli masters were maintained till about the close of 1877-78, when in accordance with the recommendations of the Retrenchment Committee they were closed. The Hindustani Normal school which had kept up an average attendance of ten to fifteen pupils was maintained for a year longer and closed in 1879. From 1879 to 1894 a period of fifteen years there was no Normal school in Mysore, but a great impulse was given during this interval to High School and University Education by the enlightened liberality of His Highness the Maharaja's Government and to Vernacular Education by the institution of Local Kannada Examinations. Teachers for the English and Vernacular schools were selected from the pass lists of the University and Local Examinations.

25. *Engineering Schools.*—After the Engineering School at Bangalore was closed in 1871-72, a Survey Class attended by twelve students was attached to the Bangalore High School. It was intended to attach a similar class to every District High School. A Survey Class was opened in 1872-73 at Tumkur in connection with the High School and was taught by the Headmaster, Mr. Birch. Another was opened at Chikballapura in connection with the Anglo-Vernacular School and taught by Mr. Target, of the Irrigation Department. The classes were ill-equipped and short-lived. On the 1st April 1875 a "School of Engineering and Natural Science" was opened at Bangalore for the education of natives for employment in the departments of (1) Public Works, (2) Revenue Survey and Settlement, and (3) Forests. The school consisted of Upper and Lower Divisions designed respectively to furnish employes for the Upper and Subordinate establishments of the above Departments. Admission to the Upper Division was allowed only to those who had passed the First Arts Examination and admission to the Lower Division was allowed only to those who had passed the Matriculation Examination. The first half of the course prescribed for both divisions consisted of subjects common to all the three departments. At the conclusion of the first half of the course the students were allotted to the several departments according to their merit and tastes. The course of instruction in the Upper Division extended over three years, and that in the Lower Division extended over two years. To the highest appointments in the Public Works, Forests and Revenue Survey Departments those who passed successfully from the Upper Division were eligible in course of time according to their merits and length of service.

that it is expedient to absolutely abolish it we deny. There are occasions when it would be as futile to appeal to the sense of honour in a child as it would be to appeal to the same sentiment in a hardened criminal.

It is in his views on intellectual education that Locke shows most to advantage. He must be classed among the Realists and Utilitarians. School, with Locke, is the training place for the duties of life. And here again it is necessary for us to remember that Locke lived in an age when classical knowledge was considered to be the sole and only necessary acquisition of the school. In England our public schools have not even yet freed themselves from this erroneous view. In his curriculum of studies, Locke would have the child taught drawing *after* he can read and write. It is greatly to his credit that he recognised the importance of drawing at all, but it would have been still more to his credit had he given it a place prior to or at least simultaneous with that of writing, the art of which it greatly assists. After the mother language has been fairly well taught, Locke next recommends the study of a foreign living language. This is succeeded by the study of Latin, for the acquisition of which Locke recommends a system common enough nowadays as the Hamiltonian system. A child must begin to read, and, if possible, talk Latin from the first. This was a bold stroke of Locke's, for then, as now to a certain extent, Latin was learnt by first acquiring mechanical and detailed knowledge of the grammar, never applied to authors. No one, too, ever exposed more clearly and boldly the absurdity of teaching Latin to boys who had no general knowledge and no aptitude for verse-making. The heresy, however, still lives. Greek he would utterly exclude from the

school curriculum, certainly not because he could not appreciate so fine a language or recognise its importance as a mental exercise, but because it should give place to more useful subjects such as geography, arithmetic, astronomy, geometry, history "the most agreeable and the most instructive of studies," ethics, law and natural philosophy. "Since it cannot be hoped that the pupil should have time and strength to learn all things, most pains should be taken with what is most necessary, and that principally looked after which will be of most and frequentest use to him in the world."

Such being the programme, Locke would have the methods of teaching as attractive as possible. The child is to be enticed and not forced. Reading and other subjects may be taught by means of games and pictures and no means or device should be spared to arouse the interest and mental activity of the child. Locke was therefore a deadly opponent of so-called cramming—and to such an extent that he almost absolutely disallows any learning by heart at all. But whatever is learnt by heart must be something worth remembering and must never be forgotten. "I think that it may do well to give them something every day to remember, but something still that is in itself worth the remembering, and which you would never have out of mind whenever you call or they themselves search for it."

"That which I cannot too often inculcate is, that whatever the matter be about which it is conversant whether great or small, the main, I had almost said only thing, to be considered in every action of a child is what influence it will have upon his mind; what habits it tends to, and is likely to settle in him: how it will become him when he is bigger, and if it be encouraged, whither it will lead him when he is grown up."—LOCKE.

ARGON.

Certain anomalies observed in the density of nitrogen by Lord Rayleigh led to the discovery of an hitherto unnoticed component of the atmosphere. Lord Rayleigh in conjunction with Prof. W. Ramsay made elaborate investigations, the results of which were communicated to the Royal Society of London at a special sitting on the 31st January of the current year. By precise experiments it has been established that nitrogen isolated from the atmosphere has a higher specific gravity than that obtained from chemical compounds, such as nitric oxide, ammonia, ammonium nitrite, &c. A litre of atmospheric nitrogen at 0° and 760 mm. weighs 1.2521 grammes, while 1 litre of nitrogen obtained from chemical compounds weighs 1.2505 grammes. This small difference which could not be accounted for by the supposition of an error naturally raised the suspicion of the presence of a heavier component mixed with atmospheric nitrogen. The investigators succeeded in isolating it, and its discovery has been justly called "a triumph of the last decimal place." On account of its remarkable chemical inactivity it has been named *Argon* (from Greek *a* and *ergon*, work). For the separation of the new substance from the atmosphere two methods have been chiefly employed. In the first atmospheric nitrogen is mixed with pure oxygen and exposed in the presence of caustic potash to the sparks from an induction coil. After the removal of the excess of oxygen the residual gas, amounting to 0.9% of the nitrogen employed, is found to be different from nitrogen. In his experiments on the air Henry Cavendish (1788) had found the existence of a residual gas, which could not combine with oxygen, but he estimated the amount to be $\frac{1}{120}$ of the whole. To solve this difficulty the researchers performed a new experiment. It has been found that chemically pure nitrogen is completely absorbed by glowing red-hot magnesium.* Hence atmospheric

* M. Guntz has replaced magnesium by electrolytic lithium, as the latter absorbs nitrogen completely at a lower temperature than magnesium.

nitrogen was subjected in an apparatus specially constructed for the purpose to the action of glowing magnesium. Then also a residue free from nitrogen remained. By a separate experiment it was established that "chemically prepared" nitrogen treated similarly left almost no residue. For instance 15 litres of nitrogen obtained by heating ammonium nitrite* left after treatment with magnesium a residue of 3.5 c. cm., while the same quantity of atmospheric nitrogen yielded 150 c. cm. The small residue in the former case, which is only a fortieth of that in the latter, is no other than the argon carried by the nitrogen from the water used in the experiment.

After the discovery of the method of isolating pure argon, numerous investigations, including those of Crookes and Olzewski, have been made to ascertain its properties. The density of argon prepared by means of oxygen is 19.7, while its value as obtained from magnesium experiments is 19.9 (Hydrogen = 1). The solubility of argon in water is nearly $2\frac{1}{2}$ times as great as that of nitrogen and almost equal to that of oxygen. 100 parts of water dissolve 405 volumes of argon obtained by magnesium. An examination of the air dissolved by water has proved that nitrogen absorbed by water is twice as rich in argon as ordinary atmospheric nitrogen. In its chemical behaviour the new substance, as has been already stated, is more passive than nitrogen; it is almost inert. It has no action on hydrogen, chlorine, oxygen, phosphorus, &c. Titanium, boron, lithium, strongly heated in argon, undergo no change. Argon, exposed to the action of fluorine, both at ordinary temperature and in presence of induction sparks, remains perfectly unaffected. Berthelot has found that under the action of the electric spark argon forms a resinous compound with benzene vapour. According to Crookes the spectrum of argon is brightest at a pressure of 3 mm. (for nitrogen a pressure of 75 or 80 mm. suffi.

* Ammonium nitrite on heating decomposes into nitrogen and water.

OUR BOMBAY LETTER.

MAHABLESHWAR, May 1895.

Mr. K. M. Chatfield, M.A., who has been our Director of Public Instruction for nearly a quarter of a century and whose time expires in December next, has been granted an extension till the end of the current official year.

It is believed that Mr. T. B. Kirkham, Educational Inspector, C.D., will also continue in office for at least a year longer.

The election of a member to represent the University on the Council of H. E. the Governor of Bombay comes off in July next, and the names of three candidates have already been put forward. The present representative, the Hon'ble Mr. Jhaverilal Umiashankar Yajnik offers himself for re-election and the other two candidates are the Rev. D. Mackichan, M.A., Principal of the Wilson College and Mr. F. G. Selby, M.A., Principal of the Deccan College, Poona. Should Dr. Mackichan retire from the contest in favour of Mr. Selby, as is rumoured, there will be only two candidates left, but the contest between them will be a very keen one as the friends of both parties have been carrying on an active canvass since last month.

The scheme for the reorganization of the Education Department has not yet been submitted to the Secretary of State and officers of the Department are grumbling about the stagnation in promotion caused by the abolition of the graded service before the reorganization of the Department.

The exodus to the plains has already commenced here since the 26th of this month. The last function of the season was a big official dinner given by H. E. Lord Sandhurst on the 25th in honour of Her Majesty the Queen-Empress's birthday followed by an "At Home" held by Lady Sandhurst the same evening.

About 40 officials were present at the dinner and Mr. Mahabeshwar and his wife attended the Reception.

In about a fortnight more there will not be a single white face left on these hills and all the cottages and villas will be packed in rain-tatties and the jackal and the ~~jackal~~ will prowl in the tennis and badminton courts. The monsoon, however, has not yet burst and there is much to do so before about the 5th of next month.

FROM OUR UNIVERSITY CORRESPONDENT.

CAMBRIDGE, May 1895.

I omitted to say in my last letter that the successor to Dr. Percival of Rugby had at last been appointed. The governors, sticking to the long-established rule that a white tie alone is eligible to the post, elected Dr. James of Cheltenham. It is difficult to believe that under any circumstances they could have made a much better choice; indeed, so impartial a judge as Mr. Labouchere admits this. Dr. James established his reputation at Rossall, whence he was transferred to Cheltenham to succeed Dr. Kynaston. A few years ago he was elected Headmaster of Clifton; but the urgent representations of his assistants and pupils kept him at Cheltenham. Indeed, for a Headmaster of Cheltenham to be 'promoted' to Clifton would have been—in the eyes of Cheltonians—like making the Lord Lieutenant of Ireland the Governor of the Isle of Man. Now, however, there is no question as to the promotion. Dr. James will have the hard but glorious task of keeping up the traditions of Arnold and Percival. It is to be hoped that in due time, like so many of his predecessors, he will be found adorning the bench of Bishops.

As the Easter Vacation has only just passed, I have little of interest to tell. Two events, however, have occurred, which may be of epoch-making importance. The first of these concerns the ad-

mission of Roman Catholics to the Universities. There has of course for years been no hindrance on the part of the Universities themselves to such admission: the hindrance has lain solely in the Catholic conscience itself. Lord Acton, as you know, is a Catholic; and only lately he was made Regius Professor of History amid universal acclamation. Mr. W. S. Lilly is a Catholic hardly less distinguished and certainly more pronounced than Lord Acton; and he is an Honorary Fellow of St. Peter's College. And yet it would probably be possible for any member of Oxford or Cambridge to count the Catholic undergraduates of his time on the fingers of one hand. This paucity has been due to the peculiar character of Roman Catholicism, which has preferred to educate candidates for its priesthood at one of its own colleges; and hence, while many of the best scholars at London University have been Roman Catholics, very few at Oxford or Cambridge have been of that persuasion. Not one, indeed, has ever studied for the priesthood at either of the older Universities. But now, in deference to the representations of Cardinal Vaughan, the Pope has approved of such candidates taking the Honours course at Oxford or Cambridge in Literæ Humaniores or any other subject, excepting of course Divinity. It looks then as if in the future Roman Catholic graduates will be able to shorten their time of training for the priesthood very considerably. Hitherto, since there has been no recognition of the theological course at our Universities, the very highest honours at Oxford or Cambridge have in no degree shortened the subsequent course at Catholic colleges training for Holy Orders. It is now proposed to found Catholic collegiate houses in Oxford or Cambridge, where the Catholic course of Divinity could be taken simultaneously with the ordinary University course. This scheme has received the signed approval of five hundred prominent English Catholic laymen; but it is certain also to win the approval of a wider public. It cannot fail to exert a good influence upon scholarship;

and it cannot fail also to have ultimately a good effect upon religion.

The second important event has been the final recognition of post-graduate study by Cambridge University. Such study is to be recognised by a degree after two years. A full Tripos Standard will be required; or else the student will have to show that he has done sound original work. The *Daily Chronicle* and other papers look upon this as a tardy concession to the spirit of the age: Cambridge has hitherto produced few important monographs on learned subjects; there 'has been not sufficient inducement for production outside a rather limited field of college text-books and annotated editions of the classics.' While not for a moment desiring that Oxford and Cambridge should be converted into mere imitations of Leipzig and Heidelberg, the *Daily Chronicle* yet asserts that 'there is a mean between the old high-school or collegiate conception and the modern German idea of a University; and at that mean Oxford and Cambridge should aim.'

It was doubtless one of the objects of the promoters of the scheme to attract to Cambridge some of the American students who throng the German Universities year by year. I venture personally to doubt whether that end will be attained. Most of these students go to Germany to study the *German language* as well as the special subject they have taken up. Obviously it will be impossible to kill two birds with one stone so easily by coming to Cambridge or Oxford. To learn German is more and more indispensable to the student of any subject; and when it is possible to combine with this an advanced study of some other branch as well, it is obvious that American scholars will prefer to go to Germany direct. Especially will this be the case so long as the expenses of board, lodging, and lectures are so much less in Germany than in England. But apart from this, the scheme is an admirable one, and will tend certainly to break down the barrier between the University and the world at large which has stood too long already. Indeed

it is on this very ground that the scheme is attacked in a leader in the *Granta*, which raises the cry of 'Cambridge for the Cantabs.' The *Granta* is afraid that the country at large will be flooded with men who do not bear the social hallmark of University life, but who flaunt a Cambridge degree, gained by two years' 'smuggling.' Most people, however, will think that after all Cambridge should be for the nation rather than for Cantabs only; and that for once the *Granta* is behind the times. By the way, I do not think I am betraying secrets when I say that the *Granta* has passed out of the Editorial hands of Mr. Lehmann into the joint care of Mr. Chancellor of Trinity, the eloquent American who is now Vice-President of the Union, and Mr. Wynne Willson of St. John's. Doubtless Mr. Lehmann has found enough to do with coaching the Oxford Eight to victory, contributing to *Punch*, serving as a volunteer, and occasionally standing for Parliament, without adding to all these the care of a paper like the *Granta*. But I fancy that I can detect that he still contributes.

Mr. Peel, the late Speaker, was an Oxford man of Balliol. Mr. Gully, his successor, is a Trinity man of Cambridge. In 1855 he was President of the Union here, and his portrait still adorns the Union walls. It is obvious then that he is not without experience in moderating great assemblies, though those who proposed him for the chair forgot to mention this among his qualifications. In 1856 he took the high degree of Senior in the Moral Sciences Tripos.

As usual Death has been busy; Canon Whitley, the oldest Senior Wrangler—he took his degree in 1830—died full of years the other day. But the premature death of Mr. H. C. Goodhart, Professor of Latin at Edinburgh, will call forth more regret; for many years of useful work were naturally expected from him. A scholar of high rank—Second Classic and First Chancery's Medallist of 1881—Fellow of Trinity, tutor of a Prince, and Professor, he was equally well known as a sportsman. A keen cricketer, a foot-

baller who played for England, and latterly an enthusiastic golf-player, he achieved distinction in every line dear to the University heart. He died in his thirty-seventh year.

I should think that many an old Cantab will hear with heartfelt sorrow of the death of Mr. John Dunn, who died almost in the very act of speaking at a political meeting. His quaint seventeenth-century dress and generally antiquated appearance made him probably the most familiar figure in Cambridge; and one would hardly miss the Chapel of King's more than Mr. Dunn. But to a very large circle of friends his loss will be far more than the removal of a landmark; and his old pupils must all regret their kindly and parental coach.

The great storm of Sunday March 24th, has left permanent traces. More than two hundred trees were blown down. It used to be the boast of Trinity porters that whatever might happen to the trees of John's, 'Trinity, she's above the storms'; but this boast can no longer be made. About fifty of the finest trees in the Backs were destroyed; and several of these, alas! belonged to Trinity.

Besides this, there is little to tell except that the whole body of undergraduates at Corpus struck for better dinners in Hall. One evening the Dons were left to dine in solitary state, while the undergraduates dined in hotels. Such things however are of periodical occurrence; and I only mention this to show that vegetarianism is as yet making slow progress in the Universities.

As I write I hear of the death of Dr. Henrtley, Margaret Professor of Divinity at Oxford. He was ninety years of age. All his achievements belong to the far past. He was Bampton Lecturer in 1845, the year of Newman's secession, and has been Margaret Professor for forty-two years. No news has yet arrived as to the successor of Dr. James at Cheltenham; the name of Mr. Edward Lyttelton of Haileybury is perhaps the most prominent among those of the many Richmonds in the field. In two or three days a deter-

Correspondence.

SIR,

The Calcutta *Statesman*, which has in its issue of the 27th April last done me the honour of publishing a review of my article on the improvement of Vernacular literature which appeared in the April number of your valuable journal, considers that while I possess 'a clear perception of the existing state of things and its causes' I have failed to formulate a proper scheme for the development of the Vernacular literature. My object in writing the article was not to start with a set scheme of my own for the improvement of the vernaculars, but to analyze the real causes that impeded at present the growth of the native languages, and I am extremely glad to find that I have succeeded in tracing those real causes. In the very first paragraph of my article I have said that 'it appears to me therefore that we could with profit investigate the real causes which are impeding the advancement of Vernacular literature,' and it cannot therefore in fairness be said of me that I have not suggested proper remedies. I contented myself with the work of diagnosis, and invited all persons that were interested in the cure to devise suitable remedies. I showed the lines on which we are to move if we are to succeed in improving our vernaculars and as my object in the article was not to submit a detailed scheme of my own to the readers of your journal, but to invite discussion and co-operation from them, I expected that a discussion would be raised in the columns of your journal and that I might profit by it. My remarks on the Punjab University curriculum and on the reforms introduced in the Madras University and in Mysore clearly show that I am not unaware of the fact that a reform in the higher educational system of the country is needed. I am also aware of the fact that to carry the popular mind with us, we must proceed on indigenous lines; else I should not have said that the works to be published should, as far as possible, be adaptations and free translations of

English works suited to native ideas and sentiments. I hope to write another article in which I shall deal at some length with the proposals I would make for the encouragement of native literature. In the meanwhile I can only repeat that we, Indian graduates, have not done all that we could for the promotion of our literature, and there is no use of going up to Government for help without showing that we have earnestly put our hand to the plough, and that we do stand in need of a helping hand. My experience has shown me that when we are in earnest, help and sympathy are both forthcoming, but not till then. I consider that for the revival of learning in India we stand in need of new ideas and those new ideas are contained in English books. Our duty should be to familiarize the popular mind with these new ideas which can only be done as a philanthropic work, and hence I consider that an organization like the National Indian Association is needed at present. The Indian graduates as a rule are not rich enough to write books as well as pay for their publication for the mere pleasure of seeing others read. The general public have not yet acquired a literary taste to pay for its satisfaction. We know that Government is willing to give us its fair share of help. In these circumstances, I leave it to your readers to judge who is to give us the remaining share—single individuals or organized bodies. For my part I believe that in the present transition period, we could get better help from organized bodies, and, as I have already said, I shall give expression to my ideas on this subject in a future article. In the meanwhile, if some of your readers think fit to make any suggestions in your columns, they will be most welcome to persons like myself who have been making some humble endeavours for the progress of the vernaculars.

MYSORE,
14th May 1895.

is poverty there comes the striving for grants—grants for science, for technical instruction and so forth, and the sacrifice of the work of the school to what will pay best.

It goes without saying that in scores of our secondary schools, especially the small country schools, the funds are not sufficient to provide competent teachers, many of whom are not unlike the usher of Johnson's and Goldsmith's day—taking up the work merely as a makeshift or because they can do nothing else, doing this work badly, moving about from school to school at short intervals, neither taking seriously to the work nor able to abandon it.

I believe that the situation has been well surveyed by the present Commission, and, to judge by hearsay, their recommendations will amount to a revolution in English education. I hope to be able to give you a resumé of their report in my next letter but one.

The events of the month here are the annual meetings of the two largest Educational Societies, the National Union of Teachers, consisting of upwards of 28,000 elementary teachers, and the Teachers' Guild, formed mainly of masters and mistresses in secondary and the higher schools. Neither Society is confined to any one class. The latter, indeed, is open to the public at large, and aims at including outsiders who are interested in education. The result is a rather large body representing several classes whose interests conflict—head and assistant, secondary and primary, public and private teachers having very little in common so far as legislation is concerned or the moulding of public opinion; and the Guild is therefore debarred from touching any of the burning questions of the day, except in somewhat academic fashion. The various local branches do something in the way of social intercourse and friendly meetings for discussion of professional topics. What the Guild loses from lack of cohesion and community of interest is partially compensated for by the distinction, and enthusiasm of some of its members, and by its

neutral position. The other body, the N. U. T., goes to the other extreme,—is united, vigorous, inclined to be self-assertive, and pugnacious. It has done much both for teachers and for education in the primary schools, giving legal and other help to individual members, exposing abuses, and through the press and in Parliament making its power felt, on the whole most beneficially, but sometimes too much in the interest of a class rather than that of society at large. Next month I shall give you some account of the proceedings of these two Societies at their annual Conference.

OUR GERMAN LETTER.

THE STRUGGLE BETWEEN CLASSICAL AND MODERN EDUCATION.

Milton wrote more than two centuries ago, "We do amiss to spend seven or eight years merely in scraping together as much miserable Latin and Greek as might be learned otherwise easily and delightfully in one year, and children stick unreasonably in these grammatic flats and shallows"; and Locke in his *Thoughts on Education* said that when he considered what ado was made about a little Latin and Greek, and how many years were spent in acquiring it, he could hardly forbear thinking that parents still lived in fear of the schoolmaster's rod, which they looked on as the only instrument of education. No doubt changes have taken place and Latin and Greek have been forced to make room for other subjects, more important and better suited to the times. But still, much has to be done until we have worked out a system of education, which will satisfy parents, masters and pupils. In England, much has been said and written against foreign invasion, and especially against the Teuton, who is found in almost every office, in the University chair, at the Public school desk, in art clubs and even—in the streetbands, playing joyfully, with empty stomach, his beloved "WALLA WALLA".

mined effort will be made to sanction the granting of degrees to women at Oxford; next time, therefore, I shall have to chronicle either a great advance or a vigorous contest.

OUR LONDON LETTER.

LONDON, May 1st, 1895.

Continuing the remarks commenced in my last letter, I must now notice briefly the latest development in our school system—the Higher Grade (Board) School. Your readers are aware that the Board School is an elementary or primary school, built and entirely supported out of public moneys—rates and Government grants—and was originally intended to supplement the primary schools raised by voluntary effort. But, partly through the want of secondary schools, partly through the enthusiasm of some persons for the Board School system, secondary schools have been established and supported out of funds and rates intended for primary education solely, and are administered by the Board School authorities, often in the most lavish manner, and in the most open competition with previously established secondary schools debarred from receiving rate aid, and often possessed of very limited endowments.

Now it might appear to your readers that, competition apart, the provision of such schools must be a boon. That is so, but only to a small extent, for this reason—that the teachers engaged in these and all elementary schools can seldom be pronounced *educated* persons—if by that term we are to understand *cultured*. But with splendid buildings, excellently equipped and furnished, nominal fees, and numberless scholarships, and every conceivable advantage, they harass and injure the poorer secondary schools about them, add greatly to public burdens, and yet do their work only indifferently. Such schools are to be found in very many of our large towns, especially in the North. I may add that in them the tendency is to teach Science principally; and

that the ordinary secondary schoolmaster or University graduate, not being a 'trained' teacher, can find no place on their teaching staff.

A comparatively minor element in this scholastic strife is the competition between suburban schools and the large town schools—Higher Grade schools included. The latter offer great advantages by reason of their completeness, their appliances, cheapness and repute: the facilities for travelling by rail are very great; and as a result we find the suburban school small, struggling and neglected—often merely because it is not used by those living near it, and on the other hand the town school grown to an unwieldy size, frequently comprising six or eight hundred boys, sometimes as many as twelve hundred.

And now for one or two general features of our middle schools. Where competition prevails the resulting tendency is to try to attract pupils by whatever is likely to appeal to the public; scholarships, exhibitions, lists of 'successes' (in examinations, of course), the countless advantages of each school, its facilities for satisfying the latest craze—be it 'business training,' 'technical education,' shorthand, type-writing, preparation for all examinations, large endowments or unlimited diet, are set forth in much the same style as the advertisements of Pears' Soap or Beecham's Pills. Within the school the result is a desire to figure as largely as possible in examination lists, and the same pupils will be sent in for three or four examinations in the course of the same year. The end and aim of school work comes to be—the passing of examinations. This evil is encouraged by the absence of any effective and independent system of inspection, such as that established in primary schools. There is a form of examination in most schools, but it is conducted by persons whose interest it is to say pleasant things, to be invited to come again. The parent, therefore, has no means of knowing whether his child's school is efficient or not—unless he is himself able to gauge it, which is unusual; he must accept it on trust. And in addition, where there

ces), and is specially rich in red lines, the wavelengths of two of them being 696.56×10^{-6} and 705.64×10^{-6} minimum. When the pressure is still further reduced, the spectrum undergoes a peculiar change from red to steel-blue and shows an essentially different arrangement of lines. In the blue part Crookes numbered 119 lines and in the red 80. Of these 199 lines 26 appear to be common to both the spectra. No other gas or vapour gives a spectrum resembling that of argon, and Crookes concludes his report by saying that, so far as spectroscopic examination is concerned, Lord Rayleigh and W. Ramsay have added a new member to the list of the already known elementary bodies.

The study of the specific heat of argon has yielded a remarkable result. The ratio of the specific heat of a gas at constant pressure to that at constant volume is deduced from the speed of sound in it. The value of this ratio is generally 1.41. But in the case of argon the ratio has been found to be 1.65, as in the case of mercury which exhibits the same anomaly. It follows from this that the atomic weight of argon is not, as is generally the case with elementary gases, equal to the density 19.6, but must be doubled, that is to say, the molecule of argon must be considered monatomic. This is sufficient to warrant the belief in the elementary nature of argon generally. However, the investigators have pointed to the possibility that the gas may be a mixture of two elements. This suggestion seems to be favoured by the results of spectroscopic examination as well as by the circumstance that, unless the atomic weight 39.8 is given to argon (when it can be placed beside calcium 40), it has no proper place in Mendelejeff's "periodic system" of the elements. But this assumption is contradicted by the results of the now well-known investigations of Olzewski on the behaviour of argon at low temperatures. Argon can be easily liquefied and even solidified. Its critical temperature is nearly -121°C ; its critical pressure is 50.6 atmos.; the boiling point of liquid argon is -187°C ; the density of the liquid is 1.5. When the temperature is lowered to -191°C ,

liquid argon freezes to an ice-like crystalline solid, which on still further lowering of temperature becomes white and opaque. The melting point of solid argon is -189.6°C . On the whole argon at lower temperatures stands close to oxygen, though the latter is not easily solidified. The following table taken from Olzewski's memoir will serve for the comparison of argon with a few other so-called permanent gases.

Name.	Critical temperature.	Critical pressure.	Boiling point.	Freezing point.	Freezing pressure.	Gas density.	Density of liquid at boiling point.	Colour of liquid.
Hydrogen (H_2)	Under	20	—	—	—	1	?	Colourless.
Nitrogen (N_2)	—	35	—	—	60	14	0.885	...
Carbon Monoxide (CO)	—	35.5	—	—	100	14	?	...
Argon (A_2)	—	50.6	—	—	?	19.9	Nearly 1.5	Bluish.
Oxygen (O_2)	—	50.8	—	—	?	16	1.124	...
Nitric oxide (NO)	—	71.2	—	—	138	15	?	Colourless.
Marsh gas (CH_4)	—	54.9	—	—	80	8	0.415	Colourless.

In conclusion it may be mentioned that we have yet to learn whether argon is an element, a mixture or a compound, what its uses and properties are, and what part it plays in the economy of nature.

Rhein." "The reason that German clerks deprive Englishmen of their bread was said to be their greater knowledge, their command of foreign languages, the excellence of their commercial schools, and, let me add, the thorough modern training of the "Realschule," which has become more and more the dangerous rival of the still much admired "Gymnasium." A serious struggle is going on in Germany between the representatives of these educational homesteads, and I will endeavour to describe as graphically as I can what has taken place between the contending parties.

Through the influence of the Emperor, and under his personal direction, a meeting of school authorities and highly educated laymen was held in Berlin in December 1890, whose task was to restore the lost connection between school and life, and to introduce our youths into real national life. This could only be effected by doing away with the old classical system of education, and the reform, promising so much, was everywhere received with joyful hearts. But, alas, the joy was only of a short duration. The opponents of the "Realschule" got the upper hand for the time, but not, without having suffered a considerable loss of hours in their classical time-table. The Latin essay was dropped, the final examination was simplified, the grammatical studies were limited, English was made obligatory, and Drawing and Gymnastics improved.

"On the whole the educational department of to-day would consider it a misfortune for the whole nation if the firm foundation from which the classical Gymnasium has risen, was to be undermined." Thus spoke the Minister of Education at the meeting in 1890, and the Emperor Wilhelm II. made the following remarks:

"There are great wants in the education of our youths. The chief reason is, that since 1870, the Philologists have worked in our Gymnasium as *"beati possidentes."* If one converses with one of these gentlemen, the general answer is: "The chief point of our classical

education is 'the mental training' which, if carried on in the proper way, will enable our young scholars to master and acquire all that is necessary for life." I think we ought to work no longer according to this idea. The basis of our Gymnasium ought to be German. We want to educate *young Germans*, not *Young Greeks and Romans*. Therefore I say: abolish the Latin essay, it hinders us, and the time we lose over it let us devote to German. I am determined to enter on the new path we have to take, and if we don't do it now, we shall be obliged to do it in about twenty years."

The President of the Council and the majority of the members all opposed radical changes, and the "Gymnasium" is still according to the idea of the worshippers of classicism, the only place where "formale Bildung" is to be got. It would have been better, if men with a wider horizon, a more practical bent and with minds free from classical cobwebs, had been called together to consider the *status quo* of our system of education. Let the old philologists study their parchments, and talk of "formale Bildung," which they have not got themselves, as much as they like, but let us give future generations an education which will enlarge their minds and will enable them to hold their own in whatever position life may place them. What time, what energy is wasted over the study of the classics! How many boys with a classical training would be utterly unfit even to gain their simple living, if their fathers' purse and connections did not place them in a comfortable position! What difficulty they have in after-life to acquire what they ought to have learned during their school time! In England, classical training is still considered the training of a "gentleman," but now-a-days, I think, where nations come more into contact, where they meet to consider and to discuss the newest inventions and problems in art, science, and industry, a gentleman lacks thorough education, if he has not a fair knowledge of modern languages, of French and German,

The classical studies as they are carried on at present at our Public schools "gymnasien" have for the greatest number of the pupils a stupefying rather than an enlivening effect, and I have always wondered why boys, who have been studying Latin and Greek for so many hours a week, have such difficulty in learning French or German or English. Their knowledge of Grammar is utterly confused, and the interest for other languages is altogether gone. But, as I have said before, a change must come. Railways, steamers, electricity, &c., are doing their best to bring about a better state of educational affairs. Here in Germany the struggle between the champions of classical and modern education will go on with renewed vehemence, and I have no doubt that the latter will soon, very soon, hold up the palm of victory.

In the old scholastic time a thorough knowledge of Latin, of classical antiquity, of mythology and of the philosophy of the Greeks and Romans formed an essential part of a *real* education, but in the middle of the last century it was especially through Friedrich August Wolf, that the Greek language and literature, which formerly had been only represented by a scanty reading of the New Testament and a few songs of Homer, was taken up in the time-table of the "Gymnasium," and soon it was also considered necessary that some time should be devoted to the German language and literature, to History and Science at the expense of Latin.

The "Humanists" endeavoured, down to the end of the last century, not only to learn to read or to write Latin, but also to speak it, and therefore, on certain days of the week, only Latin was spoken in the lower forms. Schiller had to write Latin verses and a Medical treatise before leaving the "Karlschule," and Goethe was vexed to find in a German or Latin book Greek quotations, which, thought, a great many would not be able to understand. At that time Latin was really understood and mastered, but now-a-days neither masters (with a few exceptions perhaps)

nor pupils are able to read Latin prose with the ease with which a girl reads French and German books. Many will say, that this is not the object of the study of the classics, that the knowledge of Latin makes us acquainted with the literature of the Romans, that Medical men, Historians, Philosophers must be able to understand Latin, that foreign words could not be understood without the knowledge of Latin, that modern languages could be learnt much more easily if Latin had been studied. The literature of the Romans we enjoy much more if we read a good translation, and it is a mistake to believe that we feel more at home in our own language and in modern languages if we study Latin first on account of its regular formations and the copiousness of its forms. Grammatical terms and peculiarities might be explained and studied in any language, and Bismarck is right, when he says: "Learn Russian! The twenty-four conjugations will give your mind sound work and it might prove *useful* in the end." Latin Grammar was worshipped at a time when any other Grammar was not known. French and German were taught by governesses, nurses and masters as empirically as possible, and, only lately, we have begun to study modern languages scientifically. Bismarck said: "When I was in the sixth form I could write and speak Latin fairly well; now, I should have some difficulty, and as to Greek I have forgotten it almost entirely. I cannot understand the zeal for teaching these languages. Perhaps the scholars of Latin and Greek do not wish to have undervalued what they have acquired with so much trouble and pain."

The supporters of the classics liked to call themselves "Humanisten," but in reality they were and are nothing but mere Dictionaries of sciences, who quarrelled whether "*O ter quaterque beatus*" was to be translated by "Oh three and four times happy" or "Oh seven times happy." A real philologist only lives when he sees Greek letters, or when Latin words strike his ear. Many philologists resemble that Jewish teacher, who, his *Talmud* in hand,

asked the question, "How many fathoms deep was the Red Sea when the Israelites went across it, and when eating quails, did they also swallow the legs?" How many thick volumes are filled with leagued conjectures about ancient inscriptions? Two old stones in Aberdeen and Montmartre roused much learned controversy. On the first was written R. I. L. The landlord maintained it was a boundary stone of his ancestor, Robert James Laud, but antiquarians read "Romani Imperii Limes." The stone at Montmartre was on a crossway leading to some quarries, and bore some scattered letters. Much trouble was taken to decipher them, but a farmer read at once: "Le chemin des ânes."

Let me now refer to a most excellent pamphlet by Dr. Schmading, Prof. of Modern Languages at Duisburg that appeared in 1882. He says: "The terms 'training of the mind,' 'formale Bildung,' &c., have done a great deal of mischief in the province of pedagogy. Plato, the great and noble pedagogue of antiquity, expresses his belief (book 7 of the Republic) that 'formale Bildung' can only be gained by Astronomy, Music, Mathematics; and Pestalozzi, the noble educator of our times, lays stress on 'Geometry, stereometry, &c.' But thanks to a sensible pedagogy, the breakdown of the 'formale Bildung' is near, although the idea that the training of the mind can only be realised by the study of classics, is still flourishing. Gottfried Hermann wrote to Funkhanel, that 'nothing like classical education invigorated the mind and made it capable to grasp all that is true, good and beautiful.' Many influential University Professors expressed the opinion 'that pupils of the Realschule (modern) at first surpassed at the university their classical rivals, but that the latter overtook them in the proper course of time.' Professor Baumstark thinks that 'classical education' makes the youthful mind especially susceptible of science, and that, if a youth without special talent should devote himself to the study of architecture, only his classical training would

enable him to develop his mental faculties up to the proper degree. No use, if such an eminent authority as Dahlmann, who in spite of his deep knowledge of antiquity, which has not turned his mind, maintains that 'our philology is not able to hold its ground.' Our great Schleiermacher thinks that 'classics are not the proper subjects for a general education,' and the great philologist Böckh expresses himself in the following way: 'I cannot convince myself that classics should be studied on account of the 'formale Bildung,' for I don't see, that people who possess an excellent knowledge of Latin and Greek Grammar rise in cultivation of the mind above their fellow-mortals.' In high-flown language the Rector and Senatus of the University of Berlin give vent to their opposition in the following sentiment: 'Classical education effects that the great historical thoughts (and shapes) penetrate the very being of our susceptible youth. He sees before him in concrete images the development and work of human culture, glorified by the breath of 'Aesthetics.' The classics take care that culture does not perish in our life of materialism, that the 'neo-barbarism' of a generation that only lives for gain and daily enjoyments, does not get the upper hand.' This statement, however was rejected, and at a meeting of "Gymnasial" Headmasters it was said, that the deep ethical impression of classical authors on our students was altogether out of the question. The Headmaster of a 'Gymnasium' at Kreuznach thought that 'the Universities, the Palladium of science and of the German mind, could only receive pupils who had been prepared at classical schools. If other pupils were allowed to enter, the Universities would be undermined and spoiled.'

Men may be authorities in some subjects, but remain behind their times in others. Melanchthon is always called the "praeceptor Germaniae," and Bacon the founder of modern philosophy, although neither understood the researches of

little fingers to handle the hard, stiff canes and to twist and bend them to the necessary shape.

The paper plaiting, ribbon and string weaving when taught and illustrated so admirably as is done in this book, would be invaluable in the hands of one who would intelligently follow the lines laid down. Indeed as far as page 82, the book will be found a useful auxiliary to the different Gifts in the Kindergarten system, while on page 75, figure 67, there is an excellent illustration not only of "weaving" as it is called, but of the homely and useful work of "darning" so necessary for the daughters of the family to be able to do. As even in those days men and boys will wear out their stockings, and household linen will get thin and go into holes.

The book contains 224 pages, and the remaining part from page 82 to the end, though exceedingly interesting and cleverly described and illustrated, is hardly suitable for an Infant Class, but is admirable as an introduction to that branch of technical education, or for boys intended for the trade or handicraft.

Many of the illustrations show considerable taste, design, elegance of form and neatness of finish, and would need certainly the hand of a teacher and that a practised one, to bring to the perfection shown.

The authoress may be congratulated on the completeness of her work, and the manner in which the book has been got up. The paper is good, the type pleasantly readable, and the illustrations clear and well defined, while the strong cloth cover will allow for the little roughness that a book used for teaching is generally liable to.

Arithmetic for Indian Schools, BY THE REV. J. B. [REDACTED] A., and T. C. LEWIS, M. A. London, [REDACTED] & Co., 1894. Price 4s. 6d.

In this book a very good treatise on Arithmetic which we can well recommend for use in all Indian schools. The principles and all parts of the subject are systematically and lucidly explained with sufficient illustrative and copious working examples, a large number of which bear on Indian Coinage and Weights. The best practical methods of solution, exact or approximate as the case may require, are given; for example one may look at the mode of calculating Compound Interest in p. 203. We noticed an error or two in the book. One of them is on p. 23 where from the fact that $\text{divisor} \times \text{quotient} + \text{remainder} = \text{Dividend}$ it is remarked that "the

divisor and the quotient are interchangeable." We cannot understand how this error escaped the careful attention which the authors have evidently bestowed upon the book. A special feature of the work is that the process of subtraction is uniformly done as it were an Addition; that is to say, by the addition-table. This method is, of course, known to most students; but we wish to recommend the universal practice of this method not only because it is more interesting than the common method, but as it does good service in other matters; as in Division; or the finding of the G. C. M. as exemplified in p. 64 of this book. There is a collection of 1,001 examples at the end, that is, before the ANSWERS. We heartily commend the book to all teachers and students.

A Text-book of Euclid's Elements, Books I. to VI. and XI. BY H. S. HALL, M. A., and F. H. STEVENS, M. A. Price 4s. 6d. **69609**
The same in parts Books I.—III. Price
Do. Books I.—IV. Price 3s. 6d. London, Macmillan & Co., 1894.

Few words of commendation are needed from us for a book which is certainly one of the very best editions of Euclid that have yet appeared. The authors by their long experience exactly know the wants of students and teachers of Euclid's Elements; and the outcome is a work which ought to, and already does, enjoy wide patronage. The Text of Euclid is attractively presented with a judicious use of symbols and abbreviations. Alternative proofs are given wherever desirable (among which we rather miss little Miss Hudson's proof of Props. 9 and 10 of the Second Book.) All the principal properties not given in Euclid, but which should be familiar to students in schools are given in the notes to the several Books; and there are numerous well-chosen deductions of which the easier ones are placed under the propositions they depend on. The shaded diagrams of Book XI. will be useful to the student in realizing the figures. In the notes to Book XI we have the theorem $E + 2 = F + V$ the proof of which seems to us not sufficiently accurate and general; but we have come across nothing else which we could desire to be better. The authors are entitled to the thanks of every teacher of the Elements of Geometry, and we may congratulate every student who has a copy of this book.

A First Step in Euclid consisting of the first twelve propositions, BY J. G. BRADSHAW, London, Macmillan & Co., 1895. Price 1s. 6d.

In this admirable little book a very successful

attempt is made to treat the first twelve propositions of Euclid with the definitions, postulates, and axioms in a fresh and suggestive manner. The author rightly disparages the common method of instructing beginners in the elements of geometrical drawing, as not helping the pupils to get over the initial difficulties of geometrical reasoning. He has written this book with the following two facts constantly in view. The first is that young minds can readily grasp practical demonstrations, whereas theoretical reasoning presents to them great difficulty. The other truth referred to is that so long as the natural enterprise of the learners is not smothered by systematic repression, but stimulated by suitable problems, they will easily puzzle out questions for themselves. The result is a book which takes the student slowly and pleasantly through the propositions. The book abounds with practical illustrations, and the various points are explained in a clear and simple manner. In the second half of the book we find the first twelve propositions (with the definitions, &c.), according to Euclid simply reproduced without any explanations. We see on every page of the work the hand of the experienced teacher. We commend it to the notice of teachers who have to teach geometry to beginners.

Descriptive Geography. by S. Brook. Headmaster, Senior Practising Schools, Westminster Training College. *with Diagrams and Illustrations.* Fifth Edition. London, Joseph Hughes & Co., 1894. 3s. 6d.

Among the multitude of text-books on Geography, Mr. Brook's *Descriptive Geography* has one or two good features which distinguish it from other works of a similar nature, and which therefore justify its appearance. Mr. Brook's experience, gained in one of the best training Colleges in England, has taught him the desirability of making the subject of Geography an interesting one, and given him the requisite knowledge and method for attaining that object. We particularly notice his ethnological descriptions of the people of each country described. A teacher cannot be expected, of course, to enter fully into ethnological questions with his young pupils, but we are convinced, as the result of our own experience, that the teacher can with advantage use so much information as is given by Mr. Brook on this subject. Indian children always take a keen interest in the discussion of the leading racial characteristics of the chief peoples of the world.

Organic Chemistry, by R. L. WHITELEY, Longmans & Co., London, 1895. 3s. 6d.

This book has been prepared in accordance with the syllabus of the Science and Art examinations of South Kensington. It is essentially a compilation from various sources just suited for examinations. It differs in no way either in style or treatment from its predecessors in the field. Though we have not come across any error, we have noticed some omissions. For instance, we are not told how the molecular weight of a body is obtained by determining its vapour density. In some places the treatment is perfunctory, in the elucidation of the differences between the various kinds of formulae. Though the constitutions of compounds are discussed, in very few cases are their graphic formulae given. The practical and industrial applications of the reactions of organic chemistry find a somewhat fuller treatment than is common in this class of books. It is cheap and well got-up and may be used with advantage in the class room.

Manual of Home-made Apparatus. by JOHN F. WOODRILL, E. L. Kellogg & Co., New York and Chicago.

This book is designed to show teachers how Science can be taught with the help of objects lying at their very doors. It is divided into four parts. Part I. forms a course in glass blowing and gives valuable hints in blowing bulbs, glass cutting and boring holes in glass. Parts II. and III. are respectively devoted to a few well-chosen and instructive experiments in Chemistry and Physics. Part IV. contains a description of simple apparatus capable of illustrating a few important physiological facts. The book is well illustrated and will be found useful to students and teachers.

Prachina Aryavarta.

This work is an able rendering into Malayalam of Mr. R. C. DUTT's *Ancient India*. It is sure to bring credit to the author who has evidently spared no pains in his work of translation. The language is clear and simple, though a more limited use of Sanskrit words could be desired. The work is a step towards supplying a real want, viz., good vernacular prose literature, and the Malayalam public will no doubt find it very instructive and pleasant reading. The book may very well be prescribed as a text for some of the public examinations. The translator has our best wishes for its success.

Copernicus,—in fact the latter rejected them with scorn, as Macaulay says. Leibniz was politically so little advanced, that he thought Louis XIV. the born protector of Germany. Strauss, the ingenious theologian, spoke in May 1866 of the "military Maggot" of King William and thought that Bismarck had no idea of Prussia's political calling, &c. Perhaps some day our boys will learn by heart certain passages from Sybel as their grandfathers recited sentences from Thucydides, and the history of chemistry will glorify the name of Hoffmann. As a knife, which has been whetted on the grindstone cuts better than a blunt knife, so the mind, sharpened by "formale Bildung" is said to judge about things in general better than a non-classical mind, all the same whether it concerns an insurance law or a new stove, fire-proof stones or a statue by Bernini, the breeding of Yorkshire pigs or a sermon by Schleiermacher, music, the education of our conscience or beer. But the new Psychology by Beneke and Herbart, two giants in comparison with whom Hoffmann, Sybel, Curtius and the Berlin University authorities are only dwarfs, says: *There is no "formale Bildung" in this sense.*

O. DELEN.

Reviews and Notices.

The Elements of Metaphysics by DR. PAUL DEUSSEN, Professor Ordinarius of Philosophy in the University of Kiel, Germany. London, Macmillan & Co.

With the exception of Dean Mansel's *Metaphysics* which is somehow not very popular with students of philosophy, we know of no work which gives in a clear, simple and intelligible style the main principles of the science of Ontology. We welcome this work of Professor Deussen's therefore as meeting a real want. In the preface the distinguished author says that the book originated in lectures delivered to University students, and it is, therefore, to a certain extent technical in character; but at the same time the clear manner in which some of the most abstruse metaphysical principles are explained makes the book of interest to every educated mind. We are of opinion that it is possible to express in the simplest possible language philosophical truths of the most abstruse nature, and it is a fact worthy of note that it is only those philosophers who have had this gift have had the greatest influence on the world as thinkers. Descartes and Kant, Berkeley and Hume, Hamilton and Mill would never have had the following they have had,

but for this gift of clear exposition which they all possessed to a remarkable extent Prof. Deussen possesses this gift, and hence the attractiveness of his work. There is another feature of the work which renders it specially attractive to Indian readers. Prof. Deussen says that "the standpoint of the reconciliation of all contradictions has been attained in the main, we believe, by mankind, in the Idealism founded by Kant, and wrought to perfection by his disciple Schopenhauer;" but at the same time he tries to point out that this Idealism is in harmony with the important thought-systems of India, in particular with Vedantism. Scattered throughout the work are references to Vedic literature. Professor Deussen being himself a good Sanskrit scholar, his elucidation of the philosophy of the Vedānta, with special reference to Occidental Metaphysics, is of special interest. Appended to the work is an admirable summary of the Philosophy of the Vedānta. Comparisons may be odious, but we cannot help noting here as our conviction that the student of philosophy is likely to know more of Vedāntic philosophy by the study of the ten pages of Professor Deussen's Essay on the Philosophy of Vedānta than by a perusal of Max Müller's recent work on the Vedāntic Philosophy. It is impossible for us here to enter into a critical review of the work; suffice it to say that the first part contains a masterly criticism of Materialism. This is followed by a presentation of the transcendental standpoint. It is true that there is little that is original, as the author follows Kant very closely; but several important principles which are implicit in Kant's system are worked out with clearness here. The part of the work where the author points out the witnesses from Indian, Platonic, and Christian Metaphysics to the *a priori* elements of Time, Space and Causality is deeply interesting. His treatment of the Metaphysics of Morality seems to us to be a little disappointing; but the conclusions he arrives at are the legitimate logical inferences of the idealistic standpoint assumed by our author. Taken as a whole, the book is admirable, and we sincerely trust that it will be read and pondered over by every educated Indian.

Economic Classics (1) ADAM SMITH'S *Wealth of Nations*. (2) *Selections from Ricardo's Principles of Political Economy and Taxation*. (3) *An Essay on the Principle of Population*, by MALTHUS. London Macmillan & Co., 1895. 3s. each volume.

All who are interested in the subject of Political Economy—students, lecturers, and the general

public alike—will be glad to have their attention drawn to the admirable series of Economic classics now being issued by Messrs. Macmillan & Co. Adam Smith, Malthus and Ricardo are names to conjure with; but we doubt whether to more than one in ten of those who quote them, these authors are anything more than mere names, especially the two last named. Adam Smith's *Wealth of Nations* has always been procurable for a few shillings and his work is in the possession of many who have long been ambitious to add other of the Economic classics to their library. Messrs. Macmillan now afford them the opportunity to do so. And certainly no college library which is at all representative of the subject of Political Economy should be without copies of these economic classics. The reproach will thus be removed that no books are so often referred to and quoted second-hand, but which are read so little as Malthus' Essay on Population and Ricardo's Principles of Political Economy and Taxation. First-hand acquaintance with the Essay of Malthus will do much to disabuse the mind of many false conceptions as to what Malthus actually thought on the subject of population.

It would be difficult to speak too highly of this particular edition of the Economic classics. It is a pleasure to handle and read the books. The binding, paper, type and spacing leave nothing to be desired. The Editor, Mr. W. J. Ashley, has done his part well, and his selections comprehend all that is essential to give in order to obtain a good knowledge of the writings of the great economists. The first six chapters of Ricardo's Principles are given, and these contain all that it is necessary for the student to know of Ricardo's book; while the student may see for himself the great difference between the first edition of the Essay of Malthus and the subsequent edition.

Chronological Outlines of English Literature, by F. RYLAND, M.A. London, Macmillan & Co.

This useful work running to three hundred and fifty odd pages consists of two parts, a general outline, and a list of Authors and their Works. Part I. consists of six columns, the first giving the dates, the second the names of the principal English works published year by year. The third column contains dates of the birth and death of authors, while the fourth gives the names of contemporary foreign authors and their works. The fifth column gives contemporary political and other events in England, and the sixth and last column is devoted to Annotations or Notes on the

works mentioned in the second column. Thus the student can take a bird's-eye view of literary movements both in England and on the Continent, and, in the words of the author, Part I. performs "in some degree the same kind of service for the student of literary history as a map does for the student of Geography." The chief fault, however, which we have to find with Part I is the large number of insignificant writers included under the second column. In fact such compilations can never give entire satisfaction as they invariably include or omit many names which many people would exclude or include according to their particular taste and judgment. As a rule, it is much better that the student should make his own analyses adapting them to his own requirements. Part II. contains a valuable alphabetical list of Authors and their works. Here again, exception will be taken to certain names being included and others excluded. But certainly all the greater names find a place in the list, and the dates of their works are given as accurately as possible, and, as in the case of Shakspear, only as the result of much investigation and judgment. Both teachers of literature and history will find the book a reliable and handy work of reference.

Varied Occupations in Weaving, by LOUISA WALKER. Macmillan & Co., 1895.

All enthusiasts in Kindergarten teaching and belief in the "Educational Value of Occupation" will welcome this book, which beginning at the simple operations of plaiting and interlacing strips of cardboard, goes on to the making of useful and fancy articles, as far as caning chair! Flower pots, fern stands, baskets, boxes, and even hampers and wheelbarrows are included among the industrial occupations, so that one is tempted to say, "surely such a book is better fitted for use in a workshop than in an Infant Class-room." The authoress however does not expect the child to finish all this work! She says in the preface, "the entire weaving" of the articles "was done by infants of five, six, and seven years of age," and "the material was manipulated into useful articles by the children." "Clever infants! happy teachers who see such result of teaching. It is true that little ones of that age are good imitators; and that they love to be occupied and take a lively interest in what they are doing, if the work is not continued too long; they are capable too of much more than those who have not been accustomed to see children amuse themselves, would believe possible; but it must be very trying to the delicate

We have received the April number of the *Vireka Chintamani*, the monthly Tamil Magazine published by the Triplicane Diffusion of Knowledge Agency. We find the present number full and interesting. The opening article gives a good sketch of Sir Thomas Munro, Governor of Madras. This article is accompanied by an illustration reproducing Munro's statue which adorns the Island field, Madras. We have a further instalment of the editor's interesting and useful discussion on the condition of the poor in India and the means of improving it. We wish to draw special attention to a new feature of the magazine, "Indian Nursery Songs and Tales—Gleanings from an Indian Kindergarten," which aims at showing how our time-honoured homely and indigenous children's songs can be made to illustrate new methods of education like the Kindergarten.

Educational Intelligence.

MADRAS.

The seventh of a series of popular lectures organised by the Presidency College Literary Society was delivered on the 7th of last month by Mr. J. H. Stone, M.A., Professor of History at the Presidency College. The subject of the lecture was the late Professor Sir J. R. Seeley, the chair being taken by the Hon'ble Mr. A. T. Arundel.

The lecturer began by referring to Professor Seeley's career as a teacher. At the close of the lecture the lecturer took occasion to deplore the sad fact that in this country very few able young men now enter the ranks of the teaching profession. Professor Seeley was always a teacher, first at "Christ's," at the City of London School, then at University College, and for a quarter of a century at Cambridge. The lecturer went on to point out that as a man of Professor Seeley's abilities with a college fellowship had every opportunity of choosing a profession, he must have been a teacher by choice and not as so often happened by mere accident. Mr. Stone believed it was a very serious thing at the present time in Madras, and it might be throughout India, that so few of the best men who passed out of our Colleges took to the profession of teaching. He meant the best not only in point of scholarship, but in character, physique, even social position, and it had occurred to him that a consideration of a career like Seeley's might possibly suggest the idea of the teaching profession as one that ought not to be despised by the very best of our students. He supposed that nobody probably entered it who could enter any other career. He thought this was a great mistake, because as was shown by a career like Professor Seeley's—and of course he did not mean that it was an isolated instance—the teaching profession had many advantages to offer to a clever

man. In this country there could be no doubt that these advantages, so far as they consisted in wealth and repute, would increase rather than diminish. The chairman then remarked that he was extremely indebted to Mr. Stone for his interesting lecture. He entirely concurred with the moral Mr. Stone had drawn, and hoped that his wishes would be fulfilled. He knew Professor Seeley in the earlier stage of his career after he left King's College and came to Cambridge. Professor Seeley held conversational classes once a fortnight, which the chairman attended. It was there he (the chairman) learnt Tennyson's *In Memoriam*, which, the Professor said, he knew all by heart.

A PUBLIC meeting of the Triplicane Literary Society was held in its premises, Triplicane, on the 11th of May last, with Mr. S. Subramaniam Iyer in the chair. Mr. Duchesne, the Headmaster of the Commercial High School, Madras, read an interesting paper on "Some present day educational topics." The lecturer distributed his remarks under the three heads of physical, mental, and moral education, and dwelt at some length on the necessity and importance of each of these divisions. He pointed out that it was of the greatest importance that better accommodation should be provided than that found in some of the schools that existed at present; that play-grounds should be supplied, and the walls of the schools made attractive to pupils by the hanging there of pictures of great men or noteworthy events, instead of letting them remain bare. The curriculum, he said, should be varied, and the best method should be used to impart instruction. The lecturer observed that the following were the causes that tended to lower the moral tone of the boys:—(1) seeking education merely as a means of obtaining posts; (2) the Grant-in-aid Code, which introduced what was merely educational gambling into certain schools; (3) hypocrisy of parents in sending their sons to Christian institutions; and (4) want of teaching in morality.

A PUBLIC meeting under the auspices of the Madras University Union was held on the 14th of May in the Anderson Memorial Hall, when Mr. John Adam, M.A., Barrister-at-Law, read a paper on "Indian Agriculture." The chair was occupied by Dr. W. H. Wilson, Professor of Chemistry at the Presidency College, Madras. The greater part of Mr. Adam's able and thoughtful paper was taken up with a detailed and searching examination of the views of His Excellency Lord Wenlock on the subject of agriculture as expounded in the address read by him before the last Convocation of the Madras University. As Mr. Adam has taken considerable pains in sifting the facts, his paper will be very helpful to all who are interested in the subject. The paper deserves to be carefully read and pondered over by all educated Indians.

every reason to be fully satisfied with the remarkably healthy sign of progress which these facts adduce.

At this rate, Baroda is bidding fair to solve, so far as she is concerned, the great problem of Primary Education in India. Unfortunately, throughout India generally, there is little or no indication of the spontaneous advancement of Primary Education. To stimulate a desire for such education among the lower classes seems to us the great task of the hour—a task by no means to be despised, as when completed, it will in great measure have successfully disposed of the important question how best to provide for the material prosperity of India.

Mr. Lewis, Director of Public Instruction, North-West Provinces, is evidently determined on having a greater value attached to the privileges of higher education. For he has taken the effectual means of raising the fees for the F.A., B. A. and M. A. courses at the Government Colleges, and has instructed the Grant-in-Aid Colleges to raise their fees by at least two-thirds of the additional sum levied in the Government Colleges. This has naturally created some dissatisfaction in the North-West Provinces, and Mr. Lewis is accused of being an enemy to the cause of higher education. But, as a matter of fact, we believe the fees in the N.-W. P. have simply been raised to the level of the average throughout India. We do not think that the charge of Rs. 10 and 8 as fees for the B. A. and F. A. Classes are excessive, though we are aware that some Colleges in certain parts of the country charge much lower fees. Moreover, the action of Mr. Lewis is in strict accord with the de-

clared policy of the Government that higher education should be made as self-supporting as possible.

The English *Lancet* states that the educational authorities in Germany have determined on dividing school children into two classes, the stupid and the intelligent. The responsibility of applying the test will rest, not with the teachers, but with specially appointed medical authorities. The children classed as stupid are to be taught only the rudiments, the intelligent are to be graciously permitted to advance to the higher branches of education. At this rate, we shall soon see the German authorities applying the same test to all candidates for the universities, the professions, and the army! No doubt the work of the teacher will be considerably lightened and the progress of the intelligent pupils much accelerated by this drastic measure. But unless such a test is infallible how much injustice will be done to those apparently dull and stupid children who eventually turn out to be the real leaders of men! The idea is so preposterous that we trust it cannot seriously be intended to carry it out.

The Punjab University has just followed the example of the Allahabad University by making a grant of Rs. 500 towards an annual athletic sports tournament for colleges and schools in the province. Sir William Rattigan, H. H. the Maharajah of Patiala, and H. H. the Nawab of Bhawalpur have likewise offered prizes for cricket, foot-ball and gymnastics, respectively. It is not usual for Universities to make grants for the encouragement of athletics, but in India many things are permissible and ad-

isable which would not be equally so in some other countries. At present athletics need much fostering in India and we therefore view the action of the two northern Universities with much satisfaction.

COLLEGES FOR WOMEN AT CAMBRIDGE AND OXFORD.

It is now more than a quarter of a century since the beginning of the movement for establishing colleges for women in connection with the older English universities. The first of these, Girton College, was opened in October 1869. The students were from the first taught almost entirely by Cambridge men, Fellows of the different Colleges, but it was not removed to its present site in the neighbourhood of Cambridge till 1873. Newnham College, conducted on slightly different lines, was opened in Cambridge itself very soon after the opening of Girton College. The number of students at both colleges rapidly increased, and the prejudice against them gradually died away, as it became clear that the women students were capable of doing patient and thorough work, and of holding their own in the different Tripos examinations at the end of the College course. A very large majority of the students at both colleges preferred working for a degree in honours to working for an ordinary degree; or to speak more correctly, they preferred doing the work which would have entitled them to a degree in honours, had they been members of one of the colleges for men. The degree itself has never been awarded to women by the University of Cambridge. Large numbers of women have however passed the final examinations with credit; there were 28 successful candidates last year from Girton

College alone. The old established Classical and Mathematical Triposes are much the most popular; next comes Natural Science, and then the Historical and Moral Science Triposes. The lately established Modern Languages Tripos seems likely to take an important place. It is a curious fact that a much larger proportion of the women who have taken the ordinary degree have afterwards married than of those who have passed one of the Tripos examinations. There appears to be a large and increasing number of women in England who do not wish to marry, but prefer a life of study, and this state of things is regarded in some quarters with dismay; but there seems no reason to regard it in that light, since these women though numerous form only a very small proportion of the whole population, and the whole number of women is greater than the number of men. These women, who are students by nature are after a hard struggle beginning to establish their right to existence, so to speak. Thirty years ago a woman engaged in any serious study was generally obliged to conceal the fact, but now her right of choice in this respect is acknowledged and respected. This change is leading indirectly to the improvement of the relations between men and women. It has a tendency to lift these relations on to a higher level, and to make them more simple and natural. The real side of chivalry remains, but the false and artificial side disappears.

Looked at from one aspect, the success of these colleges is a curious feature in our modern life. For there is no denying that from a worldly point of view going to college does not "pay." But many women are beginning to regard the question otherwise than from a worldly point of view. They deliberately

the Bengal Legislative Council. Voting papers have been sent to all the members of the Senate, and the result of the election will be duly made known on the 30th of this month.

The Calcutta Statesman says:—Adverting to the fact that it has been left to the University of Edinburgh to confer the honour of a 'Doctor's' degree on Mr. Duncan, the Director of Public Instruction in Madras, the Educational Review deplains the backwardness of the Indian Universities generally to recognise post-graduate study. As it says, the degree of 'Doctor' of letters or science is very rarely conferred in India, even on men who have done good original work, while in Madras, the writer believes, it has never been conferred at all. Certainly there are few countries in the world in which the need of some such stimulus to original research is more marked, and it is difficult to account for the reluctance of our Universities to exercise so important a function.

The Secretary to the Government of India, Home Department, writes to the Chief Secretary to the Madras Government under date the 27th March last:—"I am directed to state, for the information of the Madras Government, that the Government of India have accepted a proposal made by the Syndicate of the Calcutta University that the Judicial Officers (as well as Magistrates) should be empowered to countersign the voting papers of those electors who may not be able to attend in Calcutta at the annual election of Fellows of the University. The term 'Judicial Officers' includes Judges, Subordinate Judges and Munsiffs, but not village Munsiffs. I am to request that, with the permission of His Excellency the Governor in Council, the necessary instructions may be issued for carrying out this decision." The Madras Government has issued the required instructions.

Mr. Justice Hill has been elected President of the Faculty of Law of the Calcutta University in place of the late Dr. Trailokyonath Mitra.

At the last Entrance Examination of the Calcutta University, 45 girls have come out successful. Thirteen of these are placed in the first, nineteen in the second and thirteen in the third division.

Among the European schools in Calcutta and Darjeeling which sent up students for the Entrance Examination this year, St. Xavier's heads the list with seventeen passes, nine in the second and eight in the third division. St. Paul's School, Darjeeling, comes next with sixteen, of whom three passed in the first, nine in the second, and four in the third division. St. Joseph's High School has passed out seven boys, two in the first, four in the second, and one in the third division. St. James' passed out six, equally divided between the second and third divisions. Loreto House passed eight

second. La Martinière sent up five boys, all of whom passed, four in the second division and one in the third. The Girls' School passed one in the first division. The Doveton College passed out four boys, two in the first division and one each in the second and third; and the same institution for girls passed two in the first division. The Armenian College passed one in the second and two in the third division. The Calcutta Boys' School passed four, equally divided between the second and third divisions. The Calcutta Girls' School passed one in the first and two in the second division. St. Joseph's School, Darjeeling, passed one in the second and one in the third division. The Calcutta Free School for boys passed one in the first division. Miss O'Brien's School passed one in the first division, and the Welland Memorial one in the second division.

NORTH-WEST PROVINCES.

MR. DWARKANATH BANERJEE, Barrister-at-Law and Advocate of the Allahabad High Court, has been appointed with effect from the 1st of this month to be the Professor of Law in the Allahabad Central College.

For the Entrance Examination of the Allahabad University, Nesfield's Readers have been superseded by Leithbridge's selections. New edition. In place of Keene's History of India Leithbridge's smaller History of India is substituted, and Hill's Geography has been replaced by Clarke's Geography.

A new English School has been recently opened in the old town of Biswan. The foundation of the school is due to the munificent liberality of Seth Jai Dayal, Talukdar of Moizuddinpur.

CENTRAL PROVINCES.

The Government and people of Nagpur have begun to feel the need of efficient hostels for the use of the students of the two Nagpur Colleges. A Committee has been appointed to collect subscriptions, consisting of leading native gentlemen directly interested in the two local colleges, with Mr. Fraser, Commissioner of the Nagpur Division, as President. The Secretary of the Nagpur Hostels Committee has sent round an appeal to the old pupils and well-wishers of the two Colleges requesting for liberal help in realising the undertaking. Mr. Woodburn, the Chief Commissioner of the Central Provinces, has contributed from his own purse a sum of Rupees Five hundred, and has intimated his intention to aid in the undertaking by a grant from Government. The Committee thinks that it will be necessary to raise at least Rupees Twenty thousand by private subscription so as to provide adequate accommodation to start with. We are glad to learn that many old pupils of the Colleges have readily responded to the appeal.

PUNJAB.

It is noteworthy that among the pass list of the

students have obtained their degrees at the early age of 18. One of these is Lala Ajudhia Pershad, of St. Stephen's College, who stands first in English, and belongs to a well-known and respected family of Delhi; the other is Lala Balak Ram, of the Government College, Lahore, who took a degree in Science, and as a student has had a distinguished career.

GOSAIN TIRATH RAM, one of the promising M. A.'s of this year, has applied to the University expressing his wish to 'appear' in the D. Sc. examination next year. As no such examination has been held by the Punjab University before it was not prepared for a contingency of this kind. A committee will shortly sit to fix the 'course' required and to make necessary arrangements.

HYDERABAD.

WE extract the following from the Deccan Budget:—The following appreciative notice of the late Mr. Hodson's services in the cause of Education has appeared in the *Jarida*:—"H. E. the Minister regrets exceedingly the death of Mr. Hodson, Principal, Nizam College and Headmaster, Madras-i-Aliya, by cholera, on September, the 14th Farwardad, 1304, corresponding to 29th Roman, 1902. The late Mr. Hodson's services extend to a period of thirteen years, and during which he performed his duties with such excellence, labour, and earnestness as is evinced by the present condition of the College and School. There has not only been an increase of 800 per cent. in the strength of the pupils, but every year under his efficient instruction a very satisfactory number of pupils passed out the University Examinations. Besides the intellectual education, he laid the foundation of physical training, and developed it to a great extent. He, as Commissioner, Government Examinations, gained the approbation of the Government by his good work. The Middle School Examination, which was under his control, has an increasing number of candidates every year, the success of which can be ascribed to his labour and disinterestedness. In the training and education of some respectable minors entrusted to him by Government, he has achieved the greatest success. In short, his death has caused a shock to the Educational Department, and His Excellency the Minister sincerely regrets it, and sympathises with the members of his family."

MR. E. A. SEATON, Inspector of Schools, Hyderabad, has been appointed to succeed the late Mr. H. P. Hodson, as Principal of the Nizam's College. Mr. Seaton has had considerable experience as an educationist, having been Vice-Principal of the College before passing into the Inspectorial Department. He has also officiated as Principal during the absence in England of Mr. Hodson.

BURMA.

The School of Engineering at Rangoon has opened with a class of six students, comprising four Burmans and two Eurasians.

FOREIGN.

On Monday, May 20, a meeting was held at the Royal Geographical Society to commemorate the fiftieth anniversary of the sailing of the Arctic expedition, under Sir John Franklin. The Society's anniversary meeting and the annual conversazione was held on the following Monday May 27.

The seventh summer meeting of the University Extension and other students will be held this year in Oxford. The meeting as in previous years, will be divided into two parts; the first part will last from Thursday evening, August 1 to August 12, the second from August 12 to August 26. There will be lectures during both parts of the meeting on Natural Science, with classes for practical work.

Miss Grace Chisholm has recently taken the degree of Doctor of Philosophy at Göttingen, this being the first degree obtained by a lady since Göttingen became a Prussian University. Miss Chisholm was a scholar of Girton College, Cambridge, and was placed between the 22nd and 23rd Wranglers in Part I. of the Mathematical Tripos in 1894, and in class 3 of the Mathematical Tripos, Part II. in 1893. In 1894 she also took the first class in the Natural Mathematical Tripos at Oxford. After leaving Girton, she went to Göttingen, and, receiving permission to attend the Mathematical lectures, was in residence there for about a year and a half. It was with the express sanction of the Prussian Minister of Education that the Doctor's degree was conferred on Miss Chisholm, and it is anticipated that the present precedent will serve to improve the opportunities for the higher education of women in Germany.

A MEETING of the Oxford Association for the Education of Women was held on the 4th of last month, when it was resolved by 115 to 20 votes. That it is desirable that women students who have complied with the statutable conditions as regards residence and examination should be admitted to the B. A. degree; and that a University diploma, recording their residence and qualifications, should be granted to women students who have resided at least 3 years, have passed a preliminary and intermediate examination, and have obtained a class in any honour examination recognised in the University. Other resolutions in favour of applying at once to the University and of circulating a petition to the above effect were also carried.

The petition of the authorities of Durham University for a modification of the charter, enabling them to confer degrees upon women, has been granted.

The Board of Trinity College, Dublin, having submitted the case to counsel, announced recently that they had no legal power to admit women as students to lectures and examinations with a view to qualifying them to be recipients of prizes or to obtain admission to scholarships, studentships, fellowships, or degrees in the University, and that a Parliament would be required.

choose to live a useful healthy life suited to their capacities and needs—a life which will give opportunity for development to any mental faculty they may have; rather than a life in which they may be physically more comfortable, pecuniarily in a better position, but in which their mental faculties would be stunted, undeveloped, allowed no opportunity for growth. This is the case with some. Others do not deliberately choose perhaps, not having sufficient worldly experience, but they are strongly attracted towards the kind of life of which they really stand in need, and drift into it without fully realising at first their aims and purpose.

It is said by some that there seems to be no reason why a course of study at one of the universities should not ultimately become as usual for English women of the upper classes as for men; that it would seem to be a much better preparation for the duties of life than several years spent wholly in amusement. But it is a question whether any useful purpose would be served by sending to college young women who do not really care for study. If young women of this kind were sent in large numbers, the mental and moral tone of the colleges would be seriously injured without any proportionate benefit to the women themselves. One may suggest that the custom of sending young men to college who have no taste for study, and merely go because they have nothing better to do, has not been conspicuously successful in its results, and that a similar policy with regard to women would probably be still less so. This danger is guarded against to some extent at Girton by the entrance examination to the college. It is too late to begin to cultivate a taste for study after the age of eighteen in either men or women. Unless the taste is already

there, and has been healthily developed by early training, the young man or woman is not fit for college life.

For college life must necessarily be both for men and women much freer than life at school. Part of the training consists in that very freedom, the learning to choose, to discern the best course for one's self from among several possible courses each good in themselves, the development of self-reliance, of independence of character. And this freedom can only be advantageous where a certain stage of mental and moral development has been reached; the growth of human beings takes place like all other organic growth according to natural law; and the flower cannot grow before the stem.

On the other hand nothing but good can result, to either young men or young women who have been suitably prepared, from spending several years in college life; though in the case of women such a course may not be conspicuously conducive to worldly success, and may therefore appear on the surface to be a mistaken course of action.

Looking a little deeper, we see that what it really does is to feed the mental and moral needs, to supply food to a side of the nature which otherwise would starve, to render the student more independent of the outer conditions of her life rather than to alter those conditions themselves. College life then is very helpful to those women who have been fitted for it by their previous training, and the number of these in England is constantly increasing. For the opening and rapid growth of these colleges is only one aspect of the general movement for the improved education of women. There are many other aspects, such as the establishment of high schools for girls in most of our large towns,

The Teachers' Guild held its seventh General Conference at Birmingham on April 23 and the three following days. Dr. Fitch delivering the presidential address on the first-mentioned day. The chief topics of discussion at the sittings were the following:— (1) 'Should secondary schools include a distinctively technical department, or should distinct technical instruction be given in separate schools?' (2) 'A leaving examination for secondary schools: Who should conduct it? What advantages should it carry? Should it be uniform?' (3) 'Should there be public provision for schools which are to enable children to pass from public elementary schools to schools of a higher grade; and, if so, would the present higher-grade primary schools, modified, supply this need?' (4) 'The co-education of boys and girls in the same day schools.' (5) 'The history of education: How is it to be used as part of a teacher's training.' (6) 'Blackboard drawing.' (7) 'The teaching of history in schools.'

Educational Notes.

MR. E. W. CARTER contributes to the May issue of the *Fortnightly* a most interesting sketch of Madame Kovalevsky's eventful career. A short summary of the chief points of the story will be of great interest to such of our readers as are not already acquainted with her life. Sophie Kovalevsky was born at Moscow about the year 1850. Her bent for mathematics first showed itself at Palibino, where her father removed after her fifth year. A room had been papered with old disused printing paper, amongst which were several sheets of Ostrogradski's lectures on the differential and integral calculus. "This room possessed a strong fascination for the little seven year-old maiden. Here she was to be found daily, her attention riveted on these walls, striving to understand something of the strange figures and stranger formulas. 'I remember,' says Madame Kovalevsky, 'that every day I used to spend hours before these mysterious walls, struggling to understand some of the sentences and to find the order of the sheets. By dint of long contemplation, some of the formulas became fixed in my memory, and even the text, though I could understand nothing of it at the time, left its impression on my brain.' When several years later, her father was prevailed on to let her have some instruction in mathematics, the results were a surprise and a revelation to all concerned; not least to the little pupil herself. The mysteries of the walls now grew clear, and her progress was made by leaps and bounds. The differential calculus presented no difficulties to her, and her tutor found that she knew the formulas by heart, and arrived at solutions and explanations quite independent of his aid."

After her marriage in 1868, she and her husband studied at the Heidelberg University. After two years spent at Heidelberg, she moved to Berlin, where she remained for four years under the guidance of a third director. The father of modern mathe-

during this period subsequently obtained for her the degree of Doctor of Philosophy at Göttingen. In the winter of 1883-84—her husband had died before this—she went to Stockholm as the "Docent" of Prof. Mittag-Leffler. A course of lectures delivered during the winter session led to her appointment to the chair of higher mathematics at the University of Stockholm, in July 1884, a post which she occupied until her death. In February 1891 the life of this distinguished authoress was suddenly cut short by an attack of illness which ended fatally after three or four days.

PROF. GEORGE BÜHLER, of Vienna, has lately published two articles on the origin of the Indian Alphabet, in anticipation of his forthcoming "Outlines of Indian Paleography." Dr. Bühler's arguments and conclusions are of great importance, not only from the point of view of the paleographer, but also on account of the light they throw on early Indian history. In one of these papers, Prof. Bühler discusses the characters usually styled Southern or Indian Pali, but to which he chooses to give the native name of Brahmi. The other deals with the Northern or Arian, or Bactro-Pali, which Dr. Bühler prefers to style Kharosthi. For both alike he seeks to establish an Aryan origin, although at different dates and by different channels. Prof. Bühler is inclined to support Dr. Isaac Taylor's view that the Kharosthi Alphabet is due to the Achaemenian conquest and occupation of North-Western India.

DR. HENRY CRAIK, Secretary to the Scottish Education Department, delivered an able and suggestive address on the occasion of the opening of the new Bruntsfield School at Edinburgh. Dr. Craik has achieved a definition of education which goes to the very root of the matter and is admirable in its lucidity. By education, he says, what do we mean more than this, how some seven or more years of life may be spent most profitably? The teacher claims from his pupils these precious years; in return he must give them the inestimable boon of discipline, a force that will sustain them in the struggle, that will give them a sense of mutual sympathy, that will remind them in their darkest days of duty, in a word, that will teach them how to live. Their second claim on their teachers is that the latter shall forestall for them the waste that is implied in their learning in the punitive school of experience what it was the duty of the teacher to teach them. His remarks on technical education, foreign languages, and English literature, are also very sound. Technical education in the school, instead of in the workshop, lacks something; as a compensation, it must be made a means of intellectual development, of exciting some dormant brain power. The study of foreign languages brings pupils into closer touch with other nations, gives them new outlets to intelligence, and shows how thought assumes a new aspect when it is clothed in a different dress. Through English literature the student must be trained to obtain the intellectual property of sound and discriminating.

become enamoured with town life, despise the simple life of the country and are ambitious for Government employment. This may be so, but is it not also true that the majority of our students are far too poor to take to agriculture? Men of education and enlightened views are doubtless necessary if improved methods of cultivation are to take the place of the present antiquated methods. But capital is also necessary if an educated man is to make the occupation sufficiently remunerative. With many graduates immediate remunerative employment is a *sine quâ non*. They have struggled through their college course assisted, it may be, by parents, friends and scholarships, and employment which will make an immediate return becomes at once a pressing necessity after the degree has been taken. So that, however much they might like to turn to agriculture the way is barred. But as a matter of fact, such men are utterly unfitted, as a rule, for the laborious and practical work of agriculture. Here, as in so many other industries, the solution would be solved by educating and enlightening the class already engaged in agriculture. They and theirs are accustomed to the work, they know every nook and corner of their land, its utmost capacity so far as it can be worked at their disposal. The diffusion of Primary Education, and with it the diffusion of the principles of agriculture, will go far towards the intelligent and therefore successful cultivation of the soil. The same solution is being applied in England, but with doubtful results when compared with the certain beneficial results which would follow from the adoption of a similar policy in India.

In the opening number of the *Educational Review* we referred to the interesting experiment in Compulsory Education which is being made in Baroda. The Report for 1893-94 confirms the success of the experiment. The percentage of boys attending school to the male population of school-going age is 41.83, that of girls, 6.41. These figures are doubtless very creditable to the authorities, but in comparing them with the low percentage obtained in Bombay, Madras and Mysore, viz., for the boys, 26.08, 22.76, and 25.56 respectively, and for the girls, 3.85, 3.83, and 3.37, we must remember the great difference in the areas and population of the places named. Effectual compulsory education is next to impossible in the Bombay and Madras Presidencies. Misleading, however, as such a comparison is apt to be, there are features in connection with the experiment now being tried in Baroda which are particularly hopeful. Compulsory education was first applied in 1893 in the Amreli Mahal, and so popular did the measure prove that a large number of other places petitioned to be brought within the scope of the measure. The introduction of the measure, too, in the Amreli Mahal has been followed by the addition of eighteen schools attended by 2,169 children. Large numbers of Mahomedans, and of the aboriginal Kolis and Bhils are taking advantage of the exceptional opportunities offered them by the State. That no obstacle may stand in their way, these classes are provided with books, slates and even boarding at the expense of the State. And when we state that, whereas in 1875 in Baroda there were 70 schools with 6,000 scholars, there are now 1,325 schools with nearly 90,000 scholars, no one will doubt but that the authorities have

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All contributions, books for Review, &c., should be addressed to the Editor, Mysore. Articles and communications intended for publication in the succeeding issue, should, as far as possible, reach the Editor not later than the 20th of the month: The Editor solicits contributions on all subjects of educational interest.

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The Educational Review.

The London Times in its column which it devotes weekly to Indian Affairs has recently commented on an article on the position and prospects of the Indian Mussulmans in the Moslem Chronicle, the leading organ of the Mahommedan community in Bengal. The Times thinks that what the future of the Indian Mussulmans will be depends on how far the latter can develop the same adaptiveness as the Bengali Hindus. The question of race has but little to do with the solution, inasmuch as the great majority

of the Bengali Mahommedans—a fact which is not sufficiently known or emphasised—are racially one with the Bengali Hindus. The reason, therefore, for the characteristic differences between the two classes must be sought for in another direction. It is to be found in the essentially stagnant character of Mahommedanism. The Mahommedan, much more than the Hindu, clings to the glorious memory of the past. The rapid spread of Mahommedanism, the unchecked progress of the Mahommedan arms, the remarkable achievements of the faithful in literature, in the arts and sciences, are facts over which the Muslim naturally and lovingly ponders. The religion and the social customs of the heroes who effected so much in the past are the religion and social customs of their descendant—jealously guarded and rigidly observed. Thus the habit of looking to the past, rather than to the present and the future has taken root in the Mahommedan character. There is no proof that the Mussulman intellect is in any way intrinsically inferior to that of the Hindu. But if the Indian Mahommedan is ever to compete on equal terms with the Hindu, he must be freed from the shackles

the bad Manuals of Grammar and other productions of "wretched book-makers" in use, and his panacea is *MASON'S GRAMMAR*. By the use of this excellent grammar, and I am entirely serious and at one with 'N'Importe' in holding it to be about the best Manual on the subject, 'N'Importe' considers that a revolution would be brought about, and our unfortunate Matriculation students saved from the abyss of grammatical ignorance in which they are now sunk. I must be excused for thinking that 'N'Importe' has by no means got to the root of the matter. If *Mason's Grammar* were introduced into every School and College in the Presidency to-morrow, the improvement in the knowledge of English, as tested by University Examinations, would be found to be very slight indeed. The real fact is the foundations are all wrong. By the time a youth enters a Matriculation class he has learnt English (so-called) for *seven* years,—two years in an Anglo-Vernacular Primary School, three years in a Lower Secondary School, and two years in the Fourth and Fifth Forms of an Upper Secondary School. Who have been his teachers? For the five best years of his life, the five most impressionable years, he has been taught a foreign tongue by men who can themselves hardly write a grammatical sentence in the language. True they may have passed this, that, and the other examination, have possibly been trained and passed with flying colours in Method and Practice, but nevertheless their own grounding in English has been so bad that they are incapable of laying a good foundation in the subject, when entrusted with the instruction of others. By the time the unfortunates we are considering reach the lowest High School or Upper Secondary class, the Fourth Form, they have,

in nine cases out of ten, acquired almost ineradicable faults. It should be possible, in some measure at least, to cure them of their worst and most glaring faults, and, by a judicious course of *Mason*, let us say, to teach them the true principles of English Grammar, but the task is a Herculean one, and to whom is it entrusted? Very often to men whose own knowledge of English is far from accurate. The result is inevitable and what we see it. Much more might be said on this subject, but to proceed.

I must pass over 'N'Importe's' hits at the "wretched book-makers." Some years ago a certain gentleman roundly abused these "money-grubbers" in the *Madras Mail*. He is now himself one of the most prominent 'annotators' in the Presidency.

When the Rev. D. W. Kidd, referred to by 'N'Importe' as "a well-known Chaplain," told his favourite story, he should also have stated that he was only one out of six examiners* in English,—that he therefore had only one-sixth of the maximum marks at his disposal, and that if any candidate had elected to omit Part I. of the paper altogether, such a candidate might, by doing fairly well in the other five examiners' papers, have passed easily. If Mr. Kidd, as I know he states he did, deliberately went to work to avoid everything in the Notes, he acted most improperly. The paper (omitting question II.) set by him is given below† and I put it to

* In those days (1878) there were two papers, each divided into three parts.

† I. It has been said that Longfellow's fondness for medieval illustrations has betrayed him into inaccuracies of expression; and that *Evangeline* is blemished by inappropriate Scriptural allusions.

Give two—only two—instances from *Evangeline* where this criticism is true, and justify it in each case.

use of the passive voice. After fortifying myself with a glance at *Mason, Angus*, and a few more authorities, I began to feel better and more like "an intelligent man." I thought,—I think so still, now that I have recovered from the effect of so much rhetoric,—that 'I knew' was a past indefinite tense *active* voice, and that 'I was known' was a past indefinite tense *passive* voice. Can it be so, or 'is visions about,' and the poor benighted European graduate 'played out'?

P. E. G.

ROBERT BROWNING: HIS VIEWS ON ART.

As Robert Browning is one of the authors whom the candidates for the B. A. degree of 1896 have to study, it will perhaps not be out of place to discuss briefly some of the most important features of his teaching; and we shall probably understand them better if we examine his views on some particular subject. The leading principles of his teaching may, indeed, be seen in his treatment of any subject, for he deals with all from the same high moral standpoint; but I have chosen art as the subject of our present study because it is one on which the poet has written very fully, and one which will enable us to appreciate his own works more, by showing us that whatever may appear rugged and inartistic in them is not, as many suppose, an indication of inferior art, but rather of an art so high and conceptions so noble that his technical skill was sometimes unequal to the strain which was put upon it.

The first thing we have to find out is, what does Browning consider to be the duty of art? What is the *raison d'être* of art and artists? The amount of pleasure which the ordinary

man gets from contemplating a fine landscape or beautiful figure is very small in comparison with that which the artist gets from contemplating the same objects. The marvellous effects of light and shade, the blending of colour with colour, and a thousand details, all appeal with ten-fold force to the cultivated eye of the painter, who knows with what infinite difficulty he can give but a faint reproduction of them on his canvas. Now if nature is so superior to even the best works of art, where is the use of men spending their lives in giving us imperfect representations of what we can see every day in perfection on all sides of us? The reason Browning tells us is this. The artist paints a picture, not because he thinks he can out-do nature, but in order that he may make other men see the beauties that he sees, and make nature reveal to them the same truths that she reveals to him. He paints because—

"We're made so that we love

"First when we see them painted things we have passed

"Perhaps a hundred times nor cared to see;

"And so are they better, painted—better to us,

"Which is the same thing. Art was given for that."

But the whole mission of art is something more than this. It is not only to point out to men the beautiful, but to lead them, through the contemplation of the beautiful, to the realisation of those higher moral and intellectual truths which lie in nature, but veiled to the ordinary eye. This doctrine of art is very characteristic of Browning's teaching on other subjects. For example, he hated asceticism, but he loathed with an intense loathing anything approaching the sensual. He always advocated the full play of the bodily senses and the enjoyment to be derived therefrom, but never simply for the

which effectually obstruct his progress. The Commission of 1882 put its finger on the weak spot of Mahomedanism when it said "The one object of a young Hindu is to obtain an education which will fit him for an official or a professional career. But before the young Mahomedan is allowed to turn his thoughts to secular instruction, he must commonly pass some years in going through a course of sacred learning . . . the teaching of the Mosque must precede the lessons of the school." "The Mahomedan boy, therefore, enters school later than the Hindu. In the second place, he very often leaves school at an earlier age as the father cannot afford to give his son so complete an education as that which the Hindu boy receives"—the Hindu parent being relatively better off than the Mahomedan of a corresponding social position. The education of a Mahomedan boy is therefore inferior both as regards archaic type and the limited period over which it extends. And as the London *Times* very well points out "his views are also diverted from worldly success by the mental habits produced by the teaching." Hence the absence, which so many have noticed, of a healthy stimulating ambition in the most intellectual Mahomedan students. The *Times* article, able as it is, omits the important question of the relative poverty of Indian Mussalmans to which we have alluded, and it also omits to notice that fruitful source of stagnation, viz., the degradation of Mahomedan women.

Signs, however, are not wanting that the Indian Mahomedans as a class are appreciating the specially favourable opportunities offered them by Government. The disproportion in the numbers of Mahomedans who are and who should be at school is gradually dis-

appearing. Individual Mahomedan students have proved themselves as capable as the best Hindus of passing the highest tests. The Government has done as much for the Mahomedans as can, perhaps, be reasonably expected. Their future progress rests with the Mahomedans themselves, and we have no doubt that they will soon divest themselves of those impediments which now handicap them in the race with the more adaptable Hindu.

* * *

One of the best parts of Lord Wenlock's recent Convocation Address was that which referred to the subject of Agriculture—a subject in which Lord Wenlock takes great interest. He expressed an earnest desire to see the educated classes taking a greater interest in the cultivation of the land. He very properly remarked on the dignified nature of the occupation which dealt with the cultivation of the soil, and showed how the prosperity of India was intimately connected with this important industry. But we are afraid he spoke in vain. It is no doubt to be regretted that educated men do not devote themselves to an occupation which would probably well repay them and the country generally. But the stubborn fact remains that there is little prospect of the occupation of agriculture ever being relegated to any but the most ignorant classes in India. A communication we have received from one who evidently has practical knowledge of the subject in part explains this abstention of educated men from agricultural pursuits. The writer thinks it due to the fact that boys are sent to large towns at a comparatively early age in order that they may reap the advantage of an English and collegiate education. They

Agriculture in India.

the change in public opinion which has made games and healthy physical exercises possible for girls, the development of classes for technical training of various kinds. There is much yet to be done, but the general movement has progressed as rapidly as could possibly have been the case without an actual revolution, and we have not much to complain of. There are now colleges for women at Oxford as well as at Cambridge, and these are doing sound and healthy work. The younger universities have opened their degrees to women, and large numbers have become graduates. Some of us are beginning to think that a part of this force, so abundant here, ought to be used in aid of the grievous necessities of India, but in what way this can be done it is difficult to see. There are many difficulties to be overcome, and time will doubtless be needed to solve the problem.

SARAH CORBETT.

"SOME POINTS OF ENGLISH GRAMMAR."—A REJOINDER.

Who shall decide, when doctors disagree,
And soundest casuists doubt, like you and me?

The two articles on 'Some Points of English Grammar' in the May and June issues of the *Review* must have attracted the attention of many educationists throughout the Presidency. While, however, there is much in them that most of us will heartily concur with, there is much also that we cannot but take exception to. Before examining and, in a measure, confuting some of the views held by 'N'Importe' it will not be out of place to see how far he is competent, from the internal evidence of his papers, to set up as a censor of our

grammatical morals and an authority on the subject of grammar. 'N'Importe' uses phrases and words that seem to me strange and ungainly. Such expressions as 'the portals of the University,' 'wretched book-makers,' 'caring naught for,' 'but for naught else,' 'the poem was prescribed more than once or twice,' 'caterer for Matriculation English,' 'excellently well-taught students' grate upon one's nerves. Will 'N'Importe,' who is so minutely particular about all points of English Grammar, and, by consequence, of English diction, tell us how he defends the position of his adverbs in the following sentences, 'he most religiously used to teach his undergraduate students,' 'officials being a noun of course has case,' 'the second passage by itself would have also been'? or the exploded use of 'under' in 'under the circumstances'? or of scraps of Latin like 'auri sacra flammæ,' 'ne sutor ultra crepidam,' 'mens sibi conscia recti'?—unless by such scraps he desires to show the educational world that he at least is not without "a fairly good knowledge of Latin." It seems to me that before a man takes up the ferule of authority in order to "make (why not 'lead' or 'induce'?) those who study English Grammar do so intelligently," he should be sure that his own study has been intelligent. If to 'N'Importe' I seem to be too severe or even hypercritical, he should remember that it is due to his own want of moderation in language. The tone of his articles is not a persuasive one,—it is rather that of, "I am Sir Oracle, and, when I open my lips, let no dog bark."

'N'Importe' begins his first article by reiterating the well-known truism that "there is perhaps no subject of instruction in our Schools and Colleges worse taught than English."—He attempts to show that this is owing to

sake of, the enjoyment alone, but as tending to the fuller development of the emotional and diviner part of man's nature. And so it was with Art. It was not a thing merely to please the eye, or delight the ear, or amuse the mind, but a thing to be studied for the lesson it had to teach. Its beauty was nothing more than the 'text,' the key, as it were, which unlocks to us its teaching—

"Nature was made to be by Man enjoyed

"First; followed duly by enjoyment's fruit,

"Instruction—haply leaving joy behind."

Beauty alone, he shows us in a poem entitled, *The Bishop orders his Tomb at Saint Praxed's Church*, may tend to degrade, by appealing only to the senses. But it is characteristic of him that he shows, in another poem, *Fra Lippo Lippi*, that it is not the artist who degrades his art by depicting that which is merely beautiful, for, to him, a thing of beauty which had not a single noble thought in it was a sheer impossibility; but it is the spectator who degrades art by seeing in it nothing but that which does appeal to one of his five senses. "Fra Lippo Lippi covered the convent walls with beautiful faces and figures. The monks, while allowing that the pictures were beautiful, objected that there was too much body and too little soul—

"Why put all thoughts of praise out of our heads

"With wonder at lines, colours, and what not?

"Paint the soul, never mind the legs and arms!"

But Fra Lippo Lippi shows them that it was they themselves who were degrading his pictures, by not looking at them the right way—

"Take the prettiest face,

"The Prior's niece—patron saint—is it so pretty

"You can't discover if it means hope, fear,

"Sorrow or joy? Won't beauty go with these?"

And he continues—

"Or say there's beauty with no soul at all—

"(I never saw it—put the case the same—)

"If you get simple beauty and nought else,

"Yet get about the best thing God invents:

"That's somewhat; and you'll find the soul you have missed,

"Within yourself, when you return him thanks."

The end of art then is not to please, but to instruct the mind and elevate and refine that higher part of a man's self which before, for want of a better word, we called the divine part. Two poems, *Andrea del Sarto*, and *Pictor Ignotus*, tell us how the true artist pursues this end. The main thing that determines the rank of a work of art is what it teaches, the actual skill of the workmanship by which it is executed being of only secondary importance. Beautiful it must be, otherwise it is not a work of art; but the beauty must be in the conception, not so necessarily in the workmanship. For if the conception is beautiful, the picture will be beautiful, even if the artist has technical skill sufficient only to give a rough and imperfect image of his thoughts. *Andrea del Sarto* was called the faultless painter; yet he knew that a Madonna of Raphael's, though executed with a skill far less than his own, was nevertheless a truer work of art than his own technically perfect works, and that, because it portrayed a loftier and nobler soul. But Browning seems to go further than this. The work of an artist which is executed perfectly in every detail of workmanship, even if the conception too is noble, is not his best work. The mind is more powerful than the hand, and it is the mind that the artist wants to reveal; so unless he rises above his art he is not at his best—

"A man's reach should exceed his grasp,
"Or what's a heaven for?"

Andrea del Sarto recognised this weakness in his own works, when he compared them with the noble yet faulty designs of his unsuccessful contemporaries—

"Their works drop groundward, but themselves, I know,

"Reach many a time a heaven that's shut to me.

"Enter and take their place there sure enough,

"Though they come back and cannot tell the world.

"My works are nearer heaven, but I sit here."

To how great an extent Browning carried out this principle of his is obvious in all his best works. His subjects in his finest pieces are always the loftiest, and the inadequacy of his means has given them that ruggedness and obscurity which will prevent him from ever becoming, in the strict sense of the term, popular. Yet he might, had he chosen, have been one of the most, if not the most popular poet of his age. For he could write poems when he chose, with all the smoothness, rhythm, and clearness which belong to the best workmen. But these are not his masterpieces. In the majority of his works he chose to be faithful to his art rather than to court popularity. He wrote only for a portion of mankind, namely, the thinking portion. With the remainder he never expected to be popular, and probably never wanted to be, looking on popularity, doubtless, as *Pictor Ignotus*, the unknown painter, looked on it—

"O youth, men praise so,—holds their praise its worth?

"Blown harshly, keeps the trump its golden ring?

"Tastes sweet the water with such specks of earth?"

Perhaps the most characteristic of Browning's views upon art was his lack of sympathy with Grecian art, and especially with modern

artists who have gone to the classics to find subjects for their works. And we can easily imagine that a man, the essence of whose religion was hope, and whose optimism led him to look upon the world as in a state of continual progress from good to better, and on this life as a prelude to something fuller and higher, would find little pleasure in contemplating a Prometheus enduring an eternity of agony, or Artemis, the goddess of death, standing triumphant and pitiless over her victims. What were truths to the ancient Greeks are no longer truths to us. The world has progressed since the age of Pericles, and must be occupied with brighter and nobler truths—

"The dead Greek lore lies buried in the urn

"Where who seeks fire finds ashes."

Here again as always we find that Browning carried out what he preached; for with the exception of certain 'transcripts from the Greek,' and one or two other poems, he never chose a classical subject.

The last point we shall touch upon is Browning's protest against the prudery which is so prevalent at the present day in regard to works of art. It was a matter upon which he both felt and wrote very strongly. In his mind, the feeling which led people to condemn as immoral what to him was the noblest and purest form of art, namely, studies from the nude, so far from arguing the possession of that superior virtue and modesty which such people usually arrogate to themselves, showed rather that they themselves were blinded to what was noble and pure by the coarseness of their minds and the lack of any fine sentiment. We have seen from what has gone before, that to depict the beautiful in art is at once an act of praise to the creator, and a means of elevating the mind. It follows

then that the more beautiful the object be that is depicted, the greater is the act of praise on the part of the artist, and the more is it capable of suggesting noble and elevating thoughts. Now, of all the works of nature, Browning deemed nothing more perfectly beautiful than the female form, and no subject more capable, to the pure-minded man, of fulfilling the mission of art in the highest possible degree. Of the series of poems entitled 'Parleyings with certain people' perhaps the finest is that in which the poet supposes himself to address Francis Furini. Furini was an Italian painter of the 17th century whose chief works were studies from the nude. The story runs, that he was persuaded that his works would have an immoral effect, and that, when on his death-bed, he was so overcome with remorse that he ordered them all to be burnt. Browning however is unable to believe the story, and thus addresses Furini—

"I resume

My incredulity: your other kind
Of Soul, Furini, never was so blind,
Even through death-mist, as to grope in gloom
For cheer beside a bonfire piled to burn
Ashes and dust all that your noble life
Did homage to life's Lord by,—bid them burn
—These Baldinucci blockheads—pictures rife
With record, in each rendered loveliness,
That one appreciative creature's debt
Of thanks to the creator more or less,
Was paid according as heart's-will had met
Hand's-power in Art's endeavour to express
Heaven's most consummate of achievements,
bless
Earth by a semblance of the seal God set
On woman his supremest work."

Nowhere is Browning's language stronger, and his invective more powerful, than when he tries to break down the wall of prejudice with which these 'Baldinucci blockheads' have tried to surround this highest form of

art. He first attacks those, who with hypocritical indignation condemn the artist as immoral, and being unable to appreciate, it must be supposed, the feelings of a man with a pure mind, are convinced that his art is only 'a safety screen for skulking vice.' To these he lets Furini himself make answer—

"Did you but know, as I,

"O scruple-splitting sickly-sensitive

"Mild-moral-monger, what the agony

"Of Art is ere Art satisfy herself

"In imitating Nature—(man, poor elf,

"Striving to match the finger-mark of Him

"The immeasurably matchless)—gay or grim,

"Pray, would your smile be? Leave mere
fools to tax

"Art's high-strung brain's intentness as so lax

"That, in its mid-throe, idle fancy sees

"The moment for admittance!"

And to those who denounce the works themselves as immoral, because they are unable to contemplate them with any but sensual eyes, he has an answer blunt, but plain, in the form of a question—

Who owns "I dare not look on diadems

Without an itch to pick out, purloin gems

Others contentedly leave sparkling"—gruff

Answers the guard of the regalia: "Why

Consciously Kleptomaniac—thrust yourself

Where your illicit craving after pelf

—Is tempted most—in the King's treasury?

Go elsewhere!"

In this brief sketch I have confined myself to the consideration of what were, in Browning's view, the general principles of art, as being the best means of getting some idea of the general principles of the man himself. The main feature I have tried to bring out, the feature which was, as it were, the central light of his mind, illumining his thoughts in whatever direction they were bent, is briefly this. No man, let his work be what it may, must content himself with perfecting a low

'N'Importe' whether Q.I. is a fair question to set to Matriculation candidates. I feel perfectly sure that questions III. and IV. could easily have been answered from the various Notes published. Let none of your readers think that I am upholding 'cram,'—though this is a much abused word as the great 'crammer,' Mr. Wren, has shown very clearly. Good notes are in my view absolutely necessary for native students. Why should Latin and Greek works be freely annotated and English, (which takes the place of these languages out here,) be thought not to require annotation?

'N'Importe' would seem to be as strong on the subject of derivation, as he is on that of grammar. He treats us on page 215 to a piece of what I may designate 'wit,' though obviously intended for wit. He goes, however, either too far,—and becomes hypercritical in dealing with the derivation of *carnival*,—or not far enough. The word is thus derived by Skeat, who is generally most trustworthy, though not infallible, as witness his derivation of *honeycomb*:—"Carnival (F. Ital. L.) F. *carnaval*, Shrovetide. Ital. *carne-*

III. Express in your own words, the meaning of the following:—

(1) She broke out in praise.

(2) His face, like the face of the morning,
Gladden'd the earth with its light, and ripened thought into action.

(3) By her beating heart Evangeline knew who was with him.

(4) Might is the right of the strongest.

(5) It was the thought of her brain that assumed the shape of a phantom.

(6) Into her thoughts of him time entered not, for it was not.

IV. Show the force and suitability of the following epithets:—*honest sweat: startled air: gossiping looms: envy, the vice of republics: briny hay: ambrosial meadows: sheeted smoke: wimpling waves: Penn the Apostle.*

vale, carnevale, the last three days before Lent. Low L. *carnelevale, carnelevamen*, solace of the flesh, Shrovetide. L. *carne-m*, acc. of *caro*, flesh; and *leuare*, to lighten, mitigate, console, from *levis*, light." Now Skeat upsets our critic 'N'Importe,' his "Professor," Mr. Douglas, late of Pachaiyappa's, and Messrs. Barrett and Macmillan of Bombay, who in their edition of *The Siege of Corinth* have the following note on the word *carnival*:—"Carnival—A festival celebrated in Roman Catholic countries during the week before Lent. When Lent begins, all must fast from flesh for forty days and the carnival ('caro' flesh, and 'vale' farewell) is their good-bye to animal food. In Byron's *Beppo* the derivation is neatly given in verse:—

"This feast is named the carnival, which being

Interpreted, implies 'farewell to flesh:'

So call'd because the name and thing agreeing,

Through Lent they live on fish both salt and fresh."

I pass over the confusion of pronouns in "I can call to mind," &c., and "we allude, &c.," as being a mere slip of the pen, but I cannot pass over entirely the statement that Mr. Quinn took "Honours" in English. I have not a London University Calendar by me, but it is my belief that Mr. Quinn took very high "Honours" in Classics and not in English. At any rate, one of the first little books he published with notes, ("wretched book-maker!") Wordsworth's *White Doe of Rylstone*, would hardly lead one to believe that his "honours" in English had made him so superior to us 'groundlings' that we need cringe before him. "Mr. Quinn is a London Master of Arts."—Astonishing! and yet we may hope that wisdom, and a knowledge of derivation and of English Grammar will not die with him!

Why does our critic in mentioning the work

of Koch and Mätzner omit to mention Becker?—the work on which Mason based his Grammar, and of which he says, "The publication of that work may well be regarded as an epoch in the history of grammatical science." I can go a great way with 'N'Importe' in his admiration and recommendation of Mason's Grammar, of which I have several editions. My own study of Mason dates back to the year 1871, though his first edition was published by Walton and Maberly as early as 1858. I have found Mason most trustworthy as a rule, but it is necessary to observe that he is constantly making alterations in and additions to his grammars. Thus if we compare his remarks on *but* p. 88, foot-note to the edition of 1871, with what he has to say about this difficult word on pp. 116, 117, 124, 125 and 190—192, of the edition of 1894 we shall at once see how widely the two editions vary. He has not, however, satisfied me that he knows all that there is to be known about the word.

In the 1871 (sixteenth) edition of his *English Grammar*, p. 138 Mason defines a compound sentence as "one which consists of two or more co-ordinate *principal clauses*," &c. In the 1879 (sixteenth) edition of his *Outlines of English Grammar*, p. 94, the definition he gives is, "a compound sentence is one which consists of two or more co-ordinate *principal sentences*, &c." In the thirty-sixth edition of his *English Grammar*, published last year, his definition, p. 169, runs thus,—“a compound sentence is one which consists of two or more co-ordinate *complete sentences*,” &c.

I am very weary of grammar and English grammarians, and I quite go with 'N'Importe' when he says that "Great-is-Diana-of-thy-Ephesians" sort of arguments will never convince me, whatever may be their attraction for others,"—though I cannot endorse

his grammar. 'Priscian a little scratched,' I think.

On p. 218 of your May issue, 'N'Importe' criticises two questions, one from a Matriculation paper supposed to have been set in 1888, the other from a Matriculation paper supposed to have been set in 1889. I have referred to the University Calendars from 1888-89 to 1891-92 for the papers set in those years. The questions are not in the Calendars. Perhaps 'N'Importe' will be good enough to explain.

I have already taken up more space than you may be inclined to allow me and must therefore hurry to a close. When 'N'Importe' has quite done with it perhaps you will permit me to return to the subject, as I have by no means exhausted all the vulnerable points in 'N'Importe's' first paper. In his second article 'N'Importe' finds fault with a certain question set at Hyderabad on the distinction between 'who' and 'that.' In the main I agree with his strictures. In Longman's *School Composition* by Salmon pp. 198—202 he will find the question fully, but I do not think very satisfactorily, discussed. The very example in the question seems to have been taken from the exercises on p. 201.

'N'Importe' is very severe in his remarks (p. 269) on the following question, "Give the noun forms of:—*Proper, grand, cease, consume, bequeath, gay*." I regard his criticism as futile. The examiner has not asked for 'the nouns formed from' but 'the noun forms of.' I may remark that in searching through the Calendars I find the question was based on a portion of one set for Matriculation in 1887. See the Calendar for 1888-89.

I began to rub my eyes and to consider myself one of "the weaker brethren" with "faculties paralysed" when I read all those scathing remarks about the ignorance of the

ideal. Rather his aim must be one which, in this life, he has no chance of reaching, and if he struggles faithfully, his failure will be but a proof of his success,

A triumph's evidence
Of the fulness of the days.

C. H. PAYNE.

THE LOGIC OF ARITHMETIC.

It is not easy at this day to say how a science actually began. However, it does not seem unreasonable to suppose that it originated in an instinctive gathering of isolated facts. From this stage every science has gradually risen to the classificatory stage through an inherent tendency in man to economise labour. It is more easy to remember a few elements common to a group of facts than to carry in one's head a large number of unrelated individual facts. Classification not only effects a saving of labour, but also leads to the formation of a comprehensive and consistent conception of facts. In the earlier stages of a science when a large number of facts has been collected, the facts are generally grouped together under several heads, and a separate conception is formed to comprehend the facts under each head. But as it grows, unexpected relations are found between the separate groups of facts, and an attempt is made to form a unitary conception of that science, that is to say, such a conception as will comprehend at one stroke all the facts pertaining to that science. The science of physics furnishes an excellent example of this statement. Formerly physical phenomena were grouped together separately under the heads of optics, thermotics, acoustics, electricity and so on, in which the phenomena received independent explanations. But now all phenomena, whether optical, thermal, or electrical, are reduced to a single phenomenon, that of motion, so that modern physics is wholly dominated by a unitary conception. The more a science advances, the more it is found to be dominated

by a unitary conception. Among sciences arithmetic is the oldest and has already arrived at its maturity. A close investigation of the nature of numbers and their combination has led to a unitary conception in arithmetic. It has been shown by great mathematicians that all conceivable and possible extensions of the notion of number are reducible to one fundamental fact. It is the purpose of this article to develop the logical construction of the science of arithmetic from a single fundamental principle.

Arithmetic starts with the idea of counting, from which follows the idea of number. Counting involves three elements. Counting a group of things means regarding the things as the same in kind, and associating ordinally, accurately and singly with them other things. There is also a third element, which, though not absolutely necessary, is too important to be neglected in defining counting. This is the expression of the results of the above-mentioned association of other things with the things to be counted by some conventional sign or word. The results of counting are represented by what we call number. These naturally consist of two factors. First, there is the number-word or number-sign; secondly we have the word which represents the specific things counted. For example, six horses, seven kites, eight mangoes. It is from the combination of two groups of things we arrive at the notion of "unnamed" number. Suppose we have counted one group of things first, and then counted also another group of things of the same kind, in order to save the labour of counting the things a third time, we conceive the two groups of things combined into a single group and blend the number-pictures belonging to the two groups into a single number-picture belonging to the whole. As it is not possible to tell from the number pictures of the two original groups and that of the third which is obtained by combining them the nature of the things counted, we are led to form the idea of number apart from the nature of the things

counted, and we thus arrive at the notion of unnamed or abstract number. It will also be seen that, in ascending from the notion of concrete number to the notion of abstract number, we need not only a high power of abstraction, but also the notion of addition, which follows directly from the idea of counting. These abstract numbers the arithmetician calls positive integers or positive whole numbers to distinguish them from other kinds of numbers, such as irrational numbers, negative numbers, &c. Positive whole numbers are the only ones to which we are led by the observation of the facts of nature, by the aid of the senses, and consequently they alone are the results of counting. All the other kinds of numbers are merely the inventions of mathematicians for the purpose of economising labour, and may, if necessary, be set aside.

In counting it is indifferent in what order we count; the number of any set of things is the same in whatever order we may count them. The whole science of arithmetic rests on this fact. Since the idea of addition springs immediately from the idea of counting, it must follow that the result of addition, the *sum*, is not affected by the order in which the sets of things are grouped in the process of counting the whole. Suppose we have two sets of things to group together and count the number which belongs to the whole group. Suppose one set consists of five things and the other set consists of four things. In order to arrive at the number representing the whole group we may first count the five things and then add the four things to them one by one, or we may first count the four things and then add the things of the other set one by one. The result is the same in both cases, and it is therefore indifferent so far as the sum is concerned whether we add the first to the second or the second to the first.

The process of adding 5 to 4 is denoted by a short-hand symbol, first used by the great pioneer of science, Leonardo da Vinci. It is a

little Maltese cross (+) and stands for the Latin *plus* or the English *increased by* or *added to*. Thus the words *four added to five* are written in short-hand $5 + 4$. Now we have arrived at the result that *four added to five is the same number as five added to four*. To write this wholly in short-hand, we use the symbol (=) for the words, *is the same number as*, a symbol first used by Robert Recorde. Our result may now be represented by

$$5 + 4 = 4 + 5.$$

Since the proof given here does not in any way depend on the particular numbers 5 and 4, we can say that the result applies equally to any two numbers we may take. Adopting a method due to Vieta and representing any two integers whatever by the symbols *a* and *b*, we express this fact by the formula

$$a + b = b + a.$$

This statement is called the *commutative law* of addition. In spite of the fact that a sum is independent of the order of adding, it has been found necessary to give special names for the sake of distinction to the two quantities by whose addition the sum results. It can easily be seen that in the process of addition we regard one number as passively undergoing a change and the other number as actively effecting the change. For example, we commonly distinguish two quantities *a* and *b* which are to be summed by saying that *a* is to be increased by *b*, or that *b* is to be added to *a*. Here *a* is the passive number which suffers the increase and *b* the active number which produces the change. The former is called the *augend*, a word derived from the Latin *augere*, to increase, and signifying that which is to be increased, while the latter is called the *increment*, which also is derived from a Latin word meaning to grow and thus signifying what is added.

Besides the commutative law of addition there is still another law which follows directly from the idea of counting. It is the *law of association* for addition. This law refers not to two num-

not cajole me or win me to his side as he does Brutus. The former appears to be the correct view, because Cassius is all along speaking of his own influence on Brutus, notwithstanding the difference of their characters, which made Cæsar dislike the one and love the other."

The other Editors whose notes are most commonly used by students, including Mr. Deighton, follow the Clarendon press with the usual deference. Rolfe indeed dissents, remarking that Johnson's interpretation is 'perhaps to be preferred,' but gives no reason for his preference. One annotator (Mr. Winckler) finds additional point in favour of Warburton's view in the line,

'If were Brutus now, and he were Cassius,'

arguing that if 'he' means Cæsar, the words 'and he were Cassius' have no point.

Now it seems to me that beyond all possible doubt, Johnson was right, and that 'he should not humour me' means 'Cæsar should not humour me,' and for this reason. If by 'he' we understand Brutus, we not only deprive the speech of its logical sequence of thought but, which is far more important and which forms the only excuse for this long note—we convict Cassius out of his own mouth of a conscious depravity of character which Shakespeare never intended or could have intended.

Cassius, let it be remembered, has just been sounding Brutus, in order to discover how far Brutus is inclined to join in the conspiracy against Cæsar, or as Cassius would have it—for Cassius certainly believes his cause a good one—in the organisation for the deliverance of the State from tyranny. Now, granting with Mr. Wright that Cassius 'is all along speaking of his own influence over Brutus' let us see what this soliloquy of his actually signifies—so far as it has any significance.

'Well Brutus, thou art noble' (thy inclinations are in the right direction), 'yet, I see, thy honourable metal (which prompts thy right inclinations) may be wrought from that it is disposed' (may be influenced for evil by a stronger will, namely, mine, Cassius's) 'therefore it is meet that noble minds keep ever with their likes' (that is, it would be better for you, Brutus, not to associate with a dishonourable person such as I, Cassius, am). 'For who so firm that cannot be seduced?' (Yes, I can seduce you—lead you astray—for all your noble principles). 'Cæsar doth bear me hard, but he loves Brutus,'—no particular point, so far as I can see, if Wright's view be correct.

'If I were Brutus now, and he were Cassius
He should not humour me.'

(Mark the difference between the weak noble will and the strong evil will. 'I would never be cajoled by you as I am cajoling you,')—A little inconsistent, Cassius, you have just confessed that the strongest wills are liable to be over-influenced.

For who so firm, that cannot be seduced?

Well now, can this interpretation be held satisfactory for a moment? is it not rather sheer nonsense? Could Cassius speak of 'seducing Brutus'? It is true that Shakespeare's delineation of the character of Cassius portrays him as a marked contrast to Brutus. Brutus however mistaken and weak, has none of that littleness of soul which manifests itself in envy, spitefulness, and the like. Cassius in many respects the intellectual superior, on the other hand is largely tainted by these littlenesses, but—and here Shakespeare shows his profound understanding of human nature—Cassius is only conscious of the nobler side of his own character and aspirations, for we only learn of the baser and smaller elements in his disposition from

words which now and then fall from his lips, and fall with such unconscious naïveté and on such unfortunate occasions, as to be almost amusing. The fact is, the strain of reasoning which Wright here supposes Cassius to indulge in, would be impossible to Shakespeare's Cassius, however fit and proper to Richard III, or Edmund or Iago. Cassius is not conscious of his own moral inferiority to Brutus, so far as aims are concerned. Brutus and Cassius are both profound proofs of disastrous self-delusion. Brutus fancies he is a philosopher; he is only a moral enthusiast; Cassius fancies he is a patriot; he is only the leader of a self-seeking faction.

Let us now examine the speech understanding 'he' as meaning Cæsar. Cassius commures with himself somewhat after this fashion:—"Yes, Brutus is noble, disposed to be a patriot, to strike in this great cause; and yet—just because of one side of his nobleness, a side stronger in him than in me, his amiability, softness of heart, the loving and beloved part of him—there is a danger that he may be seduced from the right path by one possessing such personal charms as does Cæsar. Well would it be for him, and those like him, that all their friends were men of high pure principles, as we, the Republican party are. Cæsar loves Brutus, while he hates me. Were the positions altered* and I the object of Cæsar's affection, I would not stand in the same danger of being seduced, for my heart is not soft and gentle as is Brutus's."

Cassius fears for Brutus, despite his noble disposition, for he dreads the mental pre-

* The words 'and he were Cassius' are perhaps not so pointless as Mr. Winckler supposes. But if he still has doubts let him refer to Act III:—

But were I Brutus and Brutus 'Antony'

There were an Antony, &c.

What is the special point of 'were I Brutus'?

dominance of Cæsar. He pauses to consider. (An intelligent actor would make the passage clearer than half a dozen paragraphs of commentary). The influence of Cæsar must be counteracted. Brutus must be won for the cause—

I will this night,

In several hands, in at his window throw, &c.

And as his imagination runs over the methods of winning Brutus, his doubts vanish, and confident of victory he exclaims—

And, after this let Cæsar seat him sure,
For we will shake him or worse days endure.

This is the real Cassius, something more than an unscrupulous conspirator, a mere cajoler of weaker minds, pluming himself on his superior cunning. Cassius loves Brutus, and loving and admiring what is noble and loveable in the man, would not gloat over that weakness of disposition which makes him a prey to the stratagems of a stronger but less highly principled mind than his own.

MARK HUNTER.

THE MECHANIC ARTS AND MODERN EDUCATIONS.*

The relation which ought to be sustained between the existing system of mechanic arts in our country and the various educations which are taking form in these later years is a subject in which all are vitally interested; and this is especially the case in those of our States in which these arts have hitherto been undeveloped, although nature has placed at the very doors of their people every essential element of success in the production of wealth through the exercise of those arts.

* An address delivered by R. H. Thurston, LL. D., Director of Sibley College, Cornell University, Ithaca, N. Y., before the Virginia Mechanics' Institute, Richmond.

Agriculture and the mechanic arts, hand in hand, produce all wealth, sustain and promote all improvements and advances in modern life, are the basis of the whole system of modern civilisation. In fact, agriculture has come to be one of the mechanic arts, doing its work with tools and machinery, and prospering in proportion to the fruitfulness of invention. We may therefore assert that upon the promotion and perfection of the mechanic arts depends the future welfare of every nation.

Among all the various educations which are practised or proposed none is so essential, so promising of advantage to the people and to the nation, as is the education of the student and practitioner in the mechanic arts.

We may make classic scholars; we may fill our pulpits, crowd the bar, overcrowd the profession of medicine; none of these, not all of these together, can do for the people an insignificant fraction of the good which may be accomplished by the suitable and effective education of the sons of mechanics who propose entering the paths pursued by their fathers.

The fact is patent and the remark almost trite; but it is well for us to observe that the nineteenth century is the beginning of an era of prime importance to humanity, and an era promising to become historically more notable than any which has preceded since creation. It is the era of science applied in the arts.

SCIENCE AND THE ARTS.

The abstract branches of learning date back to the times of the ancients; the arts date back to Tubal Cain; but the union of science and art became possible only after the physical sciences were placed upon a firm foundation by the introduction of the experimental method of the great masters in the times of Gilbert, Lavoisier and Faraday, when applied science

became the basis of all the arts. Two thousand years of thought and speculation had less influence upon the material welfare of the race than have now two centuries of right methods of work in science; far less than a single century of application of the physical sciences to the promotion of the useful arts. Our whole contemporary system of industries has grown since the days of Watt, out of the development of scientific methods in invention, construction and production.

The world has been thus advanced further in a single century than in all the preceding ages. The "science of science-advancement" has been perfected, and the results have been seen in every field of human activity. Watt adopted the scientific method of investigation, and converted the wasteful, imperfect, limited use of the old Savery and Newcomen engines of his time into the wonderful machine which has since taken upon itself the whole load of productive labour of the world.

The colleges and the schools have been given of late little credit for the progress which has been made during the century in the industries and the arts, but it should be always remembered that it is to the Senate of the University of Glasgow that we owe the discovery of James Watt, and, through that discovery, all that wonderful expansion of every art which followed the introduction of the modern steam engine, without which even modern science would have had but a stunted growth, and the arts a still more limited development.

Applied science, in the hands of Watt, proved the mainspring of all subsequent growth in wealth, comfort, largely of the happiness of the world now familiar to us.

The great inventor founded a prize at the University of Glasgow in 1808, as he said, "to

bish from arithmetic? No. In the long course of human development it has been found advantageous to invest such meaningless collocations of symbols with a meaning, and thus extend our notion of number and widen the province of arithmetic, which otherwise would be confined wholly to the results of counting.

The question now is what principle shall guide us in assigning a meaning to a union of numbers which, judged from the stand-point of counting, possesses no significance whatever? This is effected by what has been called the *principle of permanence* (Hankel) or the *principle of no exception* (Schubert), a principle which lies at the very basis of the science of pure arithmetic. It may be stated thus in the words of Schubert.

"In the construction of arithmetic every combination of two previously defined numbers by a sign for a previously defined operation (*plus, minus, times, &c.*) shall be invested with meaning, even where the original definition of the operation used excludes such a combination; and the meaning imparted is to be such that the combination considered shall obey the same formula of definition as a combination having from the outset a signification, so that the old laws of reckoning shall still hold good and may still be applied to it."

With this principle to guide us let us see what significance we can attach to the combination 3—7. The form of the symbol is the form of a difference. According to the principle of no exception we should give this symbol such a meaning as will allow us to deal with it as with a real difference, that is, with a difference in which the subtrahend is smaller than the minuend. It follows therefore that all such combinations of symbols may be considered equal to one another so long as the number behind the minus sign exceeds the number before it by the same amount. For practical purposes these combinations of symbols are represented by a single symbol, which consists in writing the difference between the two numbers connected by the minus sign

and prefixing the sign—to it. When, however, the two numbers of such a combination are equal, a new symbol 0, wholly unconnected with the signs which represent the results of counting, is used to express the fact. It is in this way that negative numbers and zero have been introduced into the province of arithmetic.

P. LAKSHMINARASU NAIDU.
(To be continued).

A NOTE ON A PASSAGE IN JULIUS CÆSAR.

In Act I. Scene ii. of the Shakespearian play upon which candidates for the First Examination in Arts will this year be examined the following speech is put into the mouth of Cassius:—

Well, Brutus, thou art noble; yet, I see,
Thy honourable metal may be wrought
From that it is disposed: therefore it is meet
That noble minds keep ever with their likes;
For who so firm, that cannot be seduced?
Cæsar doth bear me hard, but he loves Brutus;
If I were Brutus now, and he were Cassius,
He should not humour me, I will this night,
In several hands, in at his window throw
As, if they came from several citizens,
Writings, all tending to the great opinion
That Rome holds of his name; wherein obscurely
Cæsar's ambition shall be glanced at:
And after this, let Cæsar seat him sure;
For we will shake him, or worse days endure.

A difficulty has arisen among commentators with regard to the words in italics, 'He should not humour me.' To whom does 'He' refer? Warburton thought to Brutus, Johnson, to Cæsar. Craik follows Warburton; so does the Clarendon Press edition of the play where we find the following note:—"If 'he' signifies Brutus, as Warburton thinks, 'he should not humour me' must mean he should not play upon my fancies or caprices as I do upon his. If, with Johnson, we take 'he' to represent Cæsar, we must interpret, he should

of general education of the people of a nation for their life and work. Count Rumford, a century ago, established, for the benefit of the beggars of Bavaria, a Miltonian system of instruction. The nations of the earth are just doing as much for their worthiest citizens.

AN ANCIENT STEAM ENGINE.

The Marquis of Worcester is famous as the inventor of a steam engine two centuries ago; but his grandest efforts were toward the institution of schools of applied science for the people of Great Britain. We remember Descartes as a wonderful mathematician, a great philosopher, but the best evidence of the power of his logical mind and of his philosophical attainments is found in his advocacy of schools for the people, to teach the useful knowledge desired and needed by the people.

John Scott Russell was a great ship-builder and naval architect—and a statesman—but his grandest claim upon the respect and the gratitude of the world lies in his splendid work in promotion of the technical, the practical education of the English people, and the best evidence of his greatness as a statesman is to be found in what he has written in his remarkable book of that subject, with its eloquent appeal to his sovereign in favour of the direct and active employment of all royal power and influence in the promotion of this, the greatest of all great people's causes.

All the world is now beginning to understand this mightiest of the world's great problems, and in every country may now be seen the development of the newer education.

NEWER EDUCATION.

This newer education, which has simply grown, by a process of steady and perfectly natural evolution, out of the old, endeavours

to give to every one the extent and kind of instruction which will best fit him for his future life and work, and for fullest enjoyment of its later years, which should be years of comfort and leisure. It gives instruction in the essentials of all preparatory learning—substantially the "three r's" of our fathers—follows it with the natural sequence of common school studies, but incorporates into the older system the manual training school, the trade school, and the schools of engineering and of other technical branches. The study of science is thus accompanied by the application of such knowledge to the better preparation of the student for doing his work in life. He is given not only intellectual knowledge, but skill in the use of tools; not only scientific education, but a good, professional training.

As some one has said in similar connection, and the observation never loses its force, though it may seem trite enough, that "The cheerful worker is the happiest of men, the idle man the most miserable. He who makes something grow where nothing grew before, he who makes something useful to man which did not exist before, is the true benefactor of his race." And this is the privilege of the mechanic in every department. Happy in his work; fortunate in its outcome; contented because he is busily engaged through the working hours; satisfied that his work is producing the most needed forms of product; that it is at the same time giving him assurance of comfortable support for himself and family; the skilled mechanic is, on the whole, probably the most fortunate and happy man on the face of the globe. But his success and his happiness depend largely upon, not simply manual skill, power to handle tools and to give correct form or

excite that spirit of inquiry and exertion among the students of the college, which appears to me the more useful, as the very existence of Great Britain as a nation, seems to me, in great measure, to depend upon her exertions in science and the arts—a spirit which his own work illustrated in supreme degree.

It is that spirit, quite as much as real knowledge, which the school should stimulate and supply. The right spirit being awakened, all the rest follows inevitably.

Supplementing the study of the mind and its products—the ancient learning—by the study of nature and her laws, with a view to their application to the promotion of the best interests of the world, the advancement of every highest faculty and purpose of the race—the characteristics of modern learning—the scholar of to-day finds at once the most attractive and engrossing fields of work and the most fruitful departments of intellectual labour.

SUPPLEMENTING THE SCHOLASTIC.

In our day the colleges and the schools are doing more than ever before to advance the best interests of the race. They are supplementing the purely scholastic and intellectual gymnastic curriculum of the middle ages with the applied science and special instruction needed by a nation of workers.

The older schools taught not the sciences, the literatures and the arts of their time, but mainly the literatures, and those at most exclusively “classic;” our schools are coming to give to all who desire the principles of all literatures, all sciences and of all arts, the outgrowth of all history, the most complete and perfect education of the time.

We may now ask: What is the purpose and the method of the education which it should

be the privilege of every citizen to enjoy? Why should the child be given its primary instruction, the youth his schooling in higher learning, the young man or the young woman, when practicable, a college education? What studies should child and youth and mature man or woman take up? What should be the aim and the way of, securing the right kind of education? Should not education, in all cases, be directed toward the preparation of the individual for making the most of the probable after-life? Should it not prepare him for, first, taking care of himself in the world; next, for the safe maintenance of his family; next, for the enjoyment of the moral and intellectual pleasures of whatsoever social existence may be fairly anticipated for him? These are the thoughts that took shape in the minds of great men of earlier times, like St. Basil, of Caesarea, who opened workshops for the “tramps” of the time; like the founders of Alexandria and its first of all Universities; like Martin Luther, who insisted that the humblest citizens should be taught those branches of knowledge most needed by them and most useful in their daily life and work; like John Locke, who eloquently condemned the useless methods of education of “the cloister period” of the “dark ages,” and urged earnestly and effectively the institution of systems of instruction in the branches of current knowledge which best serve the man in daily struggles with poverty, illness and crime, which give him the greatest advantage in the life which he is to lead; like John Milton, who never ceased his invectives against, on the one hand, leaving a people in ignorance, and on the other, teaching the wealthy and leisured classes only gymnastic forms of education.

“Those mighty intellects long ago thought out what is but now coming to be the system

bers, but to more than two numbers. Suppose we have to add three numbers a , b , c of three separate groups of things. We may take the group of a things first, and then add the group of b things to it one by one, and then to this compound group $(a + b)$ things add the group of c things one by one; or we may take the group of b things, and add to the group of c things, and then add the compound group of $(b + c)$ things to the group of a things. The sum must in both cases be the same, as, according to the law of commutation, the number of the aggregate group must be the same in whatever order we add the three groups together. We may express this result by the formula

$$(a + b) + c = a + (b + c).$$

This is the symbolic form of the associative law of addition. It states that when we have to increase a certain sum $a + b$, it is indifferent, so far as the result is concerned, whether the whole sum is increased by a number, or the increment b of that sum is increased by the same number. Now all the rules of addition can be deduced by the repeated application of the two laws of commutation and association.

The operation of addition being the combination of two numbers, the augend a and the increment b , into a third number c , which is their sum, it naturally gives rise to two inverse operations. The feature common to these two operations is that in both of them the sum sought is regarded as known; the difference between them is that in one of them the augend is also regarded as known and the increment is sought and in the other the increment is regarded as known and the augend is sought. Suppose we ask what number added to a gives c , we seek the increment. But if we ask what number increased by b gives c , we seek the augend. Since, by the law of commutation for addition, $a + b = b + a$, the solution of the two questions is the same so far as calculation is concerned. On account of this identity of solution the same name *subtraction* is given to both

inverses of addition. But it must not be forgotten that the notions involved in the two operations are different, and logically they ought to be distinguished by different names. Prof. Hermann Schubert has proposed the following names to distinguish the two operations. He calls the finding of the increment *detraction* and the finding of the augend *subtertraction*, the name *subtraction* being given to both operations, which, as a matter of reckoning, fall into one. The number which in the operation of addition is called the sum becomes in the inverse operations the minuend; the increment becomes the detractor, and the augend becomes the subtraher. When both the conceptually different operations, *detraction* and *subtertraction*, are comprised under the one single operation of subtraction, the term *subtrahend* or *subtrahent* is used for the terms detractor and subtraher. The result of subtraction, of either inverse of addition, is called the *difference*. The definition of subtraction may be symbolically represented by the equation

$$a - b + b = a,$$

which comprises both operations inverse to addition. The equation says $a - b$ is the number which added to b gives a , or the number which increased by b gives a . The definition of subtraction together with the commutative and associative laws of addition lead to all the rules relating to addition and subtraction.

Since the minuend plays the same part in subtraction that the sum does in the process of addition and since the sum is the result of the union of two numbers or number pictures, it follows that the minuend is larger than the subtrahend. That is to say, when one number is taken from another, the operation is always possible so long as the second number is greater than the first. Are we then to regard such combinations of numbers as 3 minus 7, 5 minus 6, 4 minus 4 as perfectly meaningless, since the symbols put together do not correspond to any reality? Are we to banish them as useless rub-

fine finish to his work but in highest form on a familiarity with science, mathematics, and the laws of nature; with the nature, source, methods of preparation and of utilization to best advantage of the materials of construction; with the principles of strength of materials; with the methods of design, of giving form and correct proportion to parts; with the best construction of machines as wholes; with the latest and most scientific methods of design, construction, operation, and of tests of effectiveness; with, to put the matter in a word, the methods which lead to the attainment of the prescribed end in the best way and at the very least cost of continuous operation.

Young men and young women, as well, to-day seek earnestly the way to self-support and to a higher life than that of the mere droning worker on monotonously repeated tasks, and the secret of success is seen by the most intelligent to be discoverable only along those paths of study and practice which add to simple skill a real knowledge of the sciences. Physics, and especially the sciences of heat and electricity, chemistry, and especially the chemistry of common life and of the processes of manufacture; knowledge of all natural sciences and of the fundamental laws of control of nature's great forces; mathematics and artistic and workman-like drawing; these are the subjects of primary importance to the young mechanic, whether in man's or woman's fields of labour. Every great inventor, all great discoverers, have found the secret of success, in life, and the real philosopher's stone, by delving deep in the secrets of nature.

Look back upon the history of modern progress; study the lives of those who have made new blades of grass to grow; who have provided their fellows with the means of advance-

ment; who have made the world of the nineteenth century so much broader, higher, and better than that of the dark ages, and observe where their talents found opportunity and how they were led into the paths of personal success and fame. One century has seen more of real progress than the race had witnessed before in its whole life-time; and this has come of the application, by the inventor and the mechanic, of the facts and laws of physical science to the useful purpose of their lives. Read the works of Smiles, of Dircks, of Arago, of any of the biographies of the great inventors and discoverers, and see how universally true is this statement—then “go and do likewise.”

(To be continued.)

THE ANNUAL CONFERENCE OF THE TEACHERS' GUILD.

(Written specially for the Educational Review, India.)

The Annual Conference of the Teachers' Guild was held at Birmingham during the Easter vacation. The Guild embraces all classes of teachers, and concerns itself with educational progress and doings—only secondarily with professional interests. Hence at once its strength as a well informed and impartial body of critics, and its comparative weakness in number and activity. The value of such a society as a counterpoise to the various professional societies at this critical time in educational legislation and reform is obvious.

The president was Dr. Fitch, one of Her Majesty's Inspectors of Colleges for training teachers, a man of unique experience and of wide sympathies. His address was a happy illustration of the union of the practical with the ideal. Steering clear of excessive state control—as in France, where subjects, hours, books and methods are all dictated by the Minister and the teacher becomes a machine—and of excessive individualism—as exemplified in our secondary schools

ation of facts, of loyal respect for accuracy and of contempt for mere hearsay and guesswork.

This excellent paper was supplemented by Miss Burstall's, in which the use of history in stimulating and training the imagination and the emotions was emphasised. Direct moral or ethical teaching is very apt to be a forced and unreal thing, hard for the teacher, not very profitable to the taught. In literature the characters are unreal, and morality is apt to become a matter of culture and books. In history we have the real examples of good and ill, taken from life. Here we can stimulate a spirit of sympathy and toleration, whilst at the same time we habituate the pupil to examine both sides of a case, to be cautious in forming his conclusions; we can enlist enthusiasm for right doing, indignation against wrong—and here the teacher can train his pupils' judgment, by the Socratic method he can without intruding his own views or approaching a dogmatic attitude rationalise and regulate and purify their habits of thought on men and on morals at an age when they are very susceptible of such direction; and the feelings, pity, gratitude, reverence, humility—can be stirred and cultivated. But the teacher must himself be the pattern in all this; without enthusiasm he will fail signally here; to make the past live he must tinge it with his own emotion.

A great advantage possessed by history teaching for moral purposes may be here pointed out, though it may not apply in India—namely that in estimating characters and judging events one is here perfectly free: whereas in the subject that is often taught for the sake of morality (i. e., Scripture), one is not only not free, but the judgment is often expressed for us.

F. G.

MATHEMATICAL COLUMN.

We have received from Mr. A. Radhakrishnan, B. A., Pudukkottai, a good solution of the problem proposed in the May number of the journal. The solution required some correction on account of a clerical error; the method of proof is given below.

Problem.—There are n given numbers; and G_r, L_r denote the product of the G. C. M.'s and L. C. M.'s of these numbers taken r at a time in all possible ways, so that G_1 and L_1 denote the product of all the numbers and G_n and L_n denote the G. C. M. and L. C. M. of the given numbers. Demonstrate that

$$L_n = G_1 \cdot G_2^{-1} \cdot G_3 \cdot G_4^{-1} \dots G_n^{\pm 1}.$$

$$G_n = L_1 \cdot L_2^{-1} \cdot L_3 \cdot L_4^{-1} \dots L_n^{\pm 1}.$$

Solution.—Let all the prime factors occurring in the given numbers be $X, Y, \dots, W$. Then each of the numbers may be expressed in the form $X^a \cdot Y^b \dots W^k$ where $a, b, \dots, k$ are positive integers some of which may be zero. Each of the exponents $a, b, \dots, k$ has n values corresponding to the n given numbers. Let these values arranged in each case in ascending order of magnitude be

$$a_1, a_2, \dots, a_n; b_1, b_2, \dots, b_n; \&c.; k_1, k_2, \dots, k_n.$$

If now $G_r = X^{\alpha_r} \cdot Y^{\beta_r} \dots W^{\kappa_r}$, it is easily seen that α_r is the sum of the least of the quantities $a_1, a_2, \dots, a_n$ taken out of every r —combination of $a_1, a_2, \dots, a_n$.

$$\text{Thus } \alpha_r = a_1 \cdot {}^{n-1}C_{r-1} + a_2 \cdot {}^{n-2}C_{r-1} + \dots + a_{n-r+1} \cdot {}^{r-1}C_{r-1}.$$

Hence the power to which X is raised in $G_1 \cdot G_2^{-1} \cdot G_3 \cdot G_4^{-1} \dots G_n^{\pm 1}$ is equal to $\alpha_1 - \alpha_2 + \alpha_3 - \alpha_4 + \dots \pm \alpha_n$; which is equal to

$$\begin{aligned} & a_1 \cdot \{ {}^{n-1}C_0 - {}^{n-1}C_1 + {}^{n-1}C_2 - \dots \pm {}^{n-1}C_{n-1} \} \\ & + a_2 \cdot \{ {}^{n-2}C_0 - {}^{n-2}C_1 + \dots \pm {}^{n-2}C_{n-2} \} \\ & + \dots \\ & + a_{n-1} \cdot \{ {}^1C_0 - {}^1C_1 \} \\ & + a_n \\ & = a_n, \text{ simply.} \end{aligned}$$

Similarly the powers in which $Y, \dots, W$ occur in $G_1, G_2^{-1}, \dots, G_n^{\pm 1}$ are $b_n, \dots, k_n$.
Hence $G_1, G_2^{-1}, G_3, G_4^{-1}, \dots, G_n^{\pm 1} = X^{a_n}$.
 $Y^{b_n}, \dots, W^{k_n} = L_n$.

If we modify the above by supposing $a_1, a_2, \dots, a_n$; &c., arranged in each case in descending order, we get a proof of the second result $G_n = L_1, L_2^{-1}, L_3, L_4^{-1}, \dots, L_n^{\pm 1}$.

FROM OUR UNIVERSITY CORRESPONDENT.

CAMBRIDGE, June 1895.

The death of Lord Selborne, an event of importance in the worlds of law, letters, and politics, creates a vacancy in the High Stewardship of Oxford University. It is sixty-five years since Roundell Palmer matriculated at Christ Church, and he was therefore one of the 'Eldest Sons' of the University. He has been High Steward since the death of Lord Carnarvon in 1891; and, though the office is one of dignity rather than of utility, yet it will be difficult to find a man in whom all the qualifications for the post are more happily blended than they were in the great man who has just passed away. Those rarer elements, which in Shakspeare's phrase, go to make a man will certainly never be better mingled.

The attempt, renewed once again, to give Oxford degrees to ladies, has once again failed. But the balance has been redressed in Germany; the fair sex is not left to 'languish forlorn' at the University of Göttingen. Miss Grace Chisholm has taken the degree of Ph.D. at that world-renowned University. It is indeed high time that Whitaker's Almanac—the original Whitaker, alas! is just dead—should publish, below its *Bicycling and Billiard Records*, the names of the first women who take certain degrees or other honours. We ought to have—Record for Ladies, London Matriculation, Miss Lee, First in Honours, January 1880; Record for Cambridge Mathemat-

cal Tripos, Miss Fawcett, above the Senior Wrangler; Record for Doctor of Laws, Miss Jane Harrison; and the like. As things are at present we are never sure whether a certain degree is the first or the second.

Inspired doubtless by Miss Chisholm's success, the ladies of Cambridge have made a desperate effort to obtain admission, at any and every time, to the premises of the 'Union.' Resident ladies, such as the girls of Newnham and Girton and the wives of the Dons, are at present allowed two visits per annum; the agitators proposed that this permission should receive an indefinite extension, so that, like the wives of M. P.'s at St. Stephen's, the wives of dons should be allowed afternoon tea whenever they chose to come. The project however was defeated. Mr. MacBride, a popular Irish Ex-President, voiced the general feeling when he said he should be quite willing to grant the privilege 'if he saw any chance of reciprocity.' If ladies would admit men to the 'Souls,' or to the Newnham Debating Room for coffee and biscuits, then we, in turn, might admit them to our Drawing Room.

At Oxford there has been more serious strife than this storm about a teacup or two. Apart from the contest about Women's degrees, to which I alluded above, there has been a vigorous struggle between Mr. Wakeman of New College and Mr. Sidgwick of Corpus for a seat on the Hombomadal Council. To the outside world Mr. Sidgwick's name is far better known than Mr. Wakeman's; nevertheless the former was defeated by a small majority. Fortunately there is likely to be no contest for the Lady Margaret Professorship of Divinity, vacant by the death of Dr. Heurtley. Dr. Sanday's success is considered certain, even should another candidate take the field, which is very improbable. Oxford has had enough of contests lately; the city election has just taken place, in consequence of the death of Sir George Chesney, the author of the 'Battle of Dorking.' The candidates were Dr. Little, Liberal, and Lord Valentia. Conservative. Lord

Valentia was returned. I cannot resist quoting from the "Oxford Magazine" the rival epigrams which were circulated by scholars of the opposite political persuasions. The Conservative Martial wrote:—

Parvus homo frustra castella Valentia tentat:
Aufugit irriso nomine Parvus homo.

The Liberal replied:—

Delectane hominem superbus, Valentia, Parvum?
Te Parvus jubeat forte valere, cave.

This suggests that the bitterness of party strife might be much mitigated if the candidates wrote their addresses in classical Latin.

Dr. James having been duly and inevitably elected to Rugby, the Headship of Cheltenham fell vacant. The choice of the electors fell on the Rev. R. S. de Courcy Laffan, of Shakspeare's School, Stratford-on-Avon. I can find very little to tell about Mr. Laffan, except that he is connected with the late Francis Adams, and that he had a fairly distinguished career at Merton College about twenty years ago. Stratford-on-Avon School has certainly increased enormously in numbers since he took the Headship; and the Governors of Cheltenham evidently expect much from their rather experimental choice.

It is unfortunate that Lord Acton's inaugural address as Regius Professor of History is to be given in a Hall that only holds three hundred at the outside. Next month, if I can secure admission as one of the three hundred—who will be a set of men worthy of being compared for endurance and courage with those of Thermopylae—I hope to give some account of the new Professor's first lecture. I hear that Professor York Powell's opening lecture at Oxford lasted just twenty-two minutes; we shall expect at any rate a longer discourse from Lord Acton.

One University seems to exert a sort of indirect influence upon another. St. Andrews' is starting a Professorship of English Literature, in succession to, if not in imitation of, the larger English universities. A salary of £600 a year is attached to the chair; and it would seem that a

goodly number of candidates ought to be found applying for such a post. But the influence of Oxford is not confined to Her Majesty's dominions. The Hungarian Students' Association has sent a letter to the "Oxford Magazine," enclosing a number of its official magazine, which bears the terrible name of the 'Egyetemi Lapok,' and begging for a copy of the "Oxford Magazine" in return. 'For,' says the writer, 'hold open the friendly relations between our universities, we hope that you shall arrange to send your magazine. We request you to will communicate it. Our address is Egyetemi Lapok, Budapest, Lipót-utca 25.' It follows that the best way for a writer to secure a European reputation is to become a contributor to the "Oxford Magazine."

The other day I happened to meet in Cambridge an old Oxford friend of mine, Mr. J. J. Findlay, M.A., of Oxford and Ph.D. of Jena. Mr. Findlay was giving a course of lectures in Cambridge on the Practice of Education, for the University Teachers' Training Syndicate. The lectures were largely attended, but—as is so often the case with good things—chiefly by women. I had some hours' conversation with Mr. Findlay in the course of his stay. He is the Head of the new Training College for Teachers, which is being opened under the auspices of the College of Preceptors. The Assistant Lecturer is no less a man than Professor James Sully of University College, London, who lectures on Psychology and Ethics as applied to school training. The importance of a knowledge of Psychology on the part of teachers is becoming more and more recognised; and still more the paramount importance of practical training. One of Mr. Findlay's specialities is the model teaching lesson. His pupils will have the run of several schools in London, where they can watch experienced teachers in the act; and upon these lessons they will be expected to take both mental and written notes. They will also be required to give lessons of their own. Mr. Findlay is well qualified to be the head of a Training College; he has been as-

sistant Master at Bath and Rugby, and he has been some years Headmaster of Queen's College, Taunton. Besides this, he has made a special study of Pedagogics in Jena with Professor Rein. I was particularly pleased to see that Lecturers on School Hygiene and on Elocution will soon be appointed at the College.

Among books of interest that are about to appear here, the most attractive will doubtless be Mr. Tottenham's collection of Essays. Mr. Tottenham has hitherto been one of those who hide their lights in local Magazines; he has chiefly written for the St. John's paper, *The Eagle*, and for the Cambridge Review. He deserves to be more widely known. His description of Mr. Verrall as 'Splendid Emendax' is only one out of many brilliant *bons mots*. Mr. Verrall himself is at present at work emending Euripides. I am sorry to have to record that Professor Skeat has been seriously ill. In deference to the wish of many friends, he had promised to add to the six volumes of his monumental Chaucer a seventh containing the chief spurious poems. This was to appear before the end of 1895; but I am afraid that we shall now have to wait for it a much longer time. Other works which perhaps it may not be out of my province to mention are Mr. Gollancz's edition of the Icelandic Saga of Hamlet, some sheets of which I have seen, and his forthcoming edition of the Exeter Book; and the third volume of that excellent work the Cambridge Natural History, containing monographs on Molluscs by Mr. Cooke of King's, and on Brachiopods by Messrs. Shipley and Reed; nor must I omit to mention the first volume of Mr. W. J. Courthope's History of English Poetry, a book which, in an emphatic sense, supplies a felt want. Mr. Courthope is already mentioned as the only possible successor of Mr. Palgrave in the chair of Poetry at Oxford. That, like Matthew Arnold, he can write poetry as well as write of it, he has shown in his very clever and pretty Aristophanic echo, the 'Paradise of Birds,' which

ought, if only from its title, to be better known in India than in England.

It has once again been decided by the congregation of London University that the existing Examining Corporation shall be merged in the new Teaching University. We now wait for Parliament to appoint its Commission.

The state of the drains in Cambridge has long been just what one would expect of an enlightened University town. The Corporation, after many years of procrastination, has decided to start a thorough overhauling of the sewage-system, to begin at the close of Term. It was at one time thought that this would result in the total suppression of the Long Vacation term. This catastrophe has however been avoided; but the colleges will only allow a few of the more promising of their undergraduates to come up. The town will be duller than usual from the beginning of July to the end of August; and I close this letter wondering whether I shall find anything at all to say in the next.

OUR LONDON LETTER.

LONDON, June 7, 1895.

Last month I promised some account of the great annual meeting of the National Union of (primary) Teachers. On reading the report of their proceedings, however, I find very little of general interest, the 'Union' being essentially a fighting body, and this year's meeting being almost exclusively concerned with their own professional interests. For many years they have been fighting the 'payment by result' system, that is the method of awarding Government support on the examination of the individual pupils. That being now scotched, they are striving hard for some security of tenure, for they are now frequently dismissed for reasons quite unconnected with their proper work, and have as a rule no remedy. The Union itself, duly provided with legal advisers, sometimes comes forward and takes up a case in the most

and as desired by some other teachers—he would give sufficient freedom to stimulate originality, to get the best work from every teacher to adapt a school to local requirements and to rouse local interest and support; and he would carry government control so far as the providing of schools (chiefly out of local funds) and of qualified teachers, the protection of the public against fraud and pretension by means of examination and inspection combined—that is testing the work done and the methods of doing it. The training of teachers he regarded as the work of the Universities. But the concern of all must be the public good: professional interest would coincide with this but only if kept subordinate to it.

It is gratifying to find an elderly government official so enthusiastic and so hopeful in his view of a teacher's work and of its appreciation by the public. But alas! what avails public appreciation when it calmly leaves worn out teachers to face an old age of penury and disappointment eking out a living as best they may. Dr. Fitch has not felt this. The certainty of a good pension along with the appreciation is indeed comforting!

On the second day the place of Technical Instruction was discussed: should it be given in the ordinary secondary schools or in special schools, when should it begin, and—in reply to the obvious confusion of thought on this subject—what was meant by the term *technical*? The haziness, confusion and indecision evinced in this discussion are typical of the attitude of the educated public on this latest development. The cause of the whole movement is the desire to make education less exclusively bookish, to get children taught to use their 'eyes for seeing' (as Huxley puts it) to be able to draw and to copy, to be more observant, to be more alive to what is going on around them, to be more conversant with things, and not slaves to the printed page. This, it was hoped, would react favourably on our industries and handicrafts generally. But the movement partially sank into the teaching of trades—into amateur carpentering and so forth. A clear

distinction is at length emerging, and was emphasised at the above meeting: that technical instruction (proper) is instruction in specific trades or handicrafts, and as such has no place in ordinary schools; that its educational counterpart is manual instruction—whether carried on in the chemical laboratory, in the study of drawing, in the use of carpenter's tools (*sloyd*) or in simple cookery and needlework—which ought to find a place in every school. Much blundering—and amateur experimenting of an expensive kind—is still going on in this matter; but as schools are less tempted to sacrifice everything to the earning of science grants we may expect to see a more rational policy pursued.

Taking only topics of interest to your readers, I come now to the co-education of boys and girls, that is their education in the same school, side by side, regardless of difference of sex. This practice has, I believe, always obtained more or less in the primary schools in this country, and it prevails in colleges for men and women. But in our secondary schools it is unknown. In America, however, the custom is general.

Two papers were read, one by Professor Hicks, of Firth College, Sheffield, who is favourable to the system, speaking from an experience of students; the other by Miss Woods, who is also favourable, speaking from experience of boys and girls under fourteen. It was pointed out that the practice involves an identical curriculum, and a joint staff of men and women; that it is economical, substituting one good school for two moderate ones where two efficient schools could not be maintained; that the system fosters self-possession and restraint without false modesty and that consciousness of the presence of the other sex which is so unnatural and sometimes—as in classes of students—so distracting; that each sex benefits about equally—the boys becoming less rough, more helpful and considerate, more conscientious and more diligent, the girls more appreciative of humour, more catholic in their interests, and less given to silly sentimentality

and a craving for notice. Differences between the sexes in early years, it was held, are artificial and became less and less marked until the age of 14 to 18.

The subject is not adapted for discussion, but seems rather to call for experience of the system where it has been thoroughly tried. There was too little of this and too much *a priori* argument.

An abstract of the papers and the discussion on the History of Education and its place in the training of teachers may possess some interest for the readers of the *Educational Review*. Miss Ward read a paper in which she maintained that this History includes (1) a knowledge of the general drift of human thought and endeavour, as revealed by history; (2) a knowledge of the workings of a divine discontent in various minds and various ages with things as they are; (3) the theory or theories of the growth of the human mind; and (4) the story of individual efforts. Her view of its application is (1) taking each thinker in connection with his predecessors and his own age to consider how he received the problem and what he effected towards a solution; (2) to use the whole study as an incentive to original thought and inquiry, assuming always that a more scientific and excellent way is discoverable; (3) to use it so as to emphasise the fact that any theory of education must be based on a study of the human mind as the thing with which the teacher is concerned—not with mere apparatus and methods.

Mr. Findlay, principal-elect of the projected College of Preceptors' Training College, was of opinion that this subject was unsuited for a training college course, because (1) a background of thought, based on some experience, is necessary as a sort of standard by which to judge the endeavours of others; and an appreciation of the writer's age and environment is also necessary; (2) such a history has not been written; (3) it would need too much time; and (4) he pleaded for freedom and variety in training as well as in teaching.

Thus again, was the discussion typical of the general scepticism in England on this question. There is as yet no agreement even as to what education is, so that it is vain at this stage to expect much attention as to the means of attaining that end. We are each of us occupied in a hand-to-mouth existence, and think little of any ideal or scientific way.

The last discussion followed the reading of two papers on the Teaching of History in Schools, by Mr. Charles (City of London School) and Miss Burstall. Assuming that history is to be taught in ordinary schools—not deferred to the student stage as some desire—it was urged that the object is to train the child's understanding and moral perceptions, and give him an interest in the subject; that the teacher should strive to rise above the formal and conventional textbook which generally fails to make an adequate distinction between the more important and less important, and follows chronological order at the expense of a complete and connected treatment of each topic; that the nature of the study should be repeatedly enforced by reference to present-day objects—the policeman, the magistrate, the sheriff and so forth; that the subject should be presented to him as a problem to be solved, not be poured upon him as a mass of facts and descriptions—exciting interest by a comparison of very different periods, using maps, coins, illustrations of costumes, armour, architecture, &c., and also by putting forward certain guiding questions—the problem being to account for the transformation and the change, to discover the cause of this and the effect of that and in hearing prepared lessons to exercise the understanding, to get questions looked at from different standpoints, to get beneath the surface of things, to encourage thought and thoroughness by a kind of Socratic cross-examination. On the moral side the teacher should make use of the strong tendency to pass judgment on persons and parties to enforce the lesson of impartiality, always to impress the duty of a full and truthful present.

effective manner. For instance, at Southampton, recently, a head teacher was dismissed by the school board of the town, unjustifiably as alleged: The dismissed teacher (a lady), supplied with funds, speakers, &c., by the Union, came forward as a candidate at the next Board election, and stood nearly at the head of the poll. The new Board is quite in her favour, and she will soon be re-appointed. This cannot be done, however, in every case, and much injustice is done. But to appreciate this requires an intimate knowledge of English rural society. The matter is already in a fair way of being settled in as satisfactory a manner as can be expected when there are conflicting views and interests. One movement now prominent in the manufacturing districts here was discussed and may interest your readers—though I doubt whether the evil has found its way into India. I refer to the *Half-Timers'* question, that is the employment of children of eleven years of age in factories, &c., for half the day whilst they attend school the other half. The permissive age used to be lower—nine I think; the teachers are now joining earnestly with many others in raising it to twelve. Others would make it thirteen. Child labour is cheap—to the employer, who finds competition keen. It is largely available in the cotton mills, in attending to machinery. The cotton manufacturers have not prospered for some time past, and are now threatened with the growing competition of India, Japan, when labour is enormously cheaper; and consequently they oppose the movement on financial grounds, whilst they would support it on humanitarian grounds. It is an old and exceedingly painful problem in this country, and I regret to say we have not advanced so far in the matter as some other European countries have been able to do.

I am sending you an abstract of the best papers read at the Teachers' Guild, which occupied itself at its annual conference, almost entirely with matters of wide educational interest. This Society probably includes, or is in touch with,

every person in this country who devotes serious attention to purely educational questions; hence the great majority of its members are women—men I suppose have more claims to that, especially if married, they have a greater variety of interests, and are certainly much less devoted to their professional work.

The London University question has advanced another stage. In accordance with the voting in Convocation and with some influential deputations a Government bill has been introduced into the House of Lords proposing to appoint a Commission to reconstitute the University on the lines of the Gresham scheme. The Commission will have power to make such modifications as they think desirable, and to receive representations from bodies affected.

At the recent presentation of degrees Miss E. A. Dawes received the diploma of Doctor in Literature. She is the first lady who has obtained this degree. Miss Dawes' sister was the first lady M. A. of the University.

It is intended, if possible, to secure the Prince of Wales as first Chancellor of the new Welsh University.

An interesting departure has recently been taken by teachers of modern languages and others desirous of improving their knowledge of them, by the establishment of Holiday Courses of study abroad: for the study of French at Caen, of German at Jena. The students are graded, obliged to speak French and to follow the spoken language in class—the teacher proceeding very slowly and repeating himself as required; they live in French families and, go about and make a holiday of the business as well as they can. The reports are very favourable on the whole; the method is found to be helpful, and gives a complete change; and the cost is not great.

This reminds one of a kindred movement initiated and carried on by the French Government. They are helping a number of English lady teachers—or intending teachers—to acquire

a thorough knowledge of French by finding them in their mother-tongue. And how very few pursue later on their classical studies? Why not? Because they have not learned to read them whilst at school."

OUR GERMAN LETTER.

CLASSICAL AND MODERN EDUCATION.

Education cannot change the intellectual powers in their original character, but is only able to create certain ideas, which again form others.

And what is the mental process, that is carried on by learning classical languages? First we learn words; with them we gain and connect new ideas. Then we study the laws by which "words" form "language." The student of Latin and Greek, who has got hold of certain "grammatical terms," which penetrate those of other languages, has gained the capacity of learning them, and nothing more. The same thing would happen if he began first with modern languages. But one might ask, how is it then, that men, with a classical training, predominate in all professions? This is the reason. Not his classical studies, but what he has learned *besides*, bring him to the front amongst his fellow-creatures. It is further maintained, that the study of classics makes us acquainted with the writings of antiquity, and that antiquity has such an effect on our modern time and purifies our intellectual power to such an extent, that this alone ought to spur us on to learn them. In reality, this is not the case. Even Sybel, the great friend of classical studies, says: "The pupil works at his Latin ten hours a week in the school, and about six at home, and what has he been reading in the end? Small fragments of about eight authors. The same in Greek. In spite of all Grammar, 'Extemporalien,' &c., he has scarcely peeped into the classical world. The greatest number of our young men, who enter the university, are unable to read an easy Latin author without a Grammar and Dictionary, and many cannot write correctly

their mother-tongue. And how very few pursue later on their classical studies? Why not? Because they have not learned to read them whilst at school."

Of very great interest is also the little pamphlet, by a classical man, who calls himself, "Aletagoras" "Gymnasiall Bildung und die sittliche Erziehung der Jugend." (Classical education and the moral training of youth).

He says in his preface, that Professor Schmeling's book had raised doubts in his mind as to our present system of education, after which he proceeds: "In spite of our Philologists and non-Philologists, who maintain, that there is nothing more fit to imbue the minds of our youths with ethical ideas, than the study of antiquity, we cannot deny, if we will clear our minds from the mist of Phraseology, that there is something wrong in the intellectual life of our classical educated youths. They do not seem to be able to think logically, perhaps on account of over-pressure. They soon become 'blasé,' and their great aim seems to be to become 'swells' and 'patent scholars,' complaints which have not been heard to the same degree at our 'Realschulen' and 'Bürgerschulen.' What can be the reason of this? The study of history, the generalisation of our schools and our press, the change of international intercourse, and political as well as social changes, have widened our mental horizon. What our forefathers regarded with admiration and enthusiasm, we begin to criticize. Take for example the history of the 'Perserkriege' (Persian Wars). Till fifty years ago, every one believed in the millions of Persians that swarmed over Greece, and now we know perfectly well that their number did not exceed 600,000 men. Professor 'Dernburg' in his great work 'Burgunder und Perserkriege,' proves the whole folly of Herodotus' account, and Welzhofer puts down the whole number to about 300,000, so that we begin to feel more sympathy with the Persians than the Greeks. Our pupils begin to see more and more, that there are much

reluctance to give up the life of lettered ease which he has hitherto enjoyed is only natural and he cannot be blamed for shrinking from responsibilities to which he is not accustomed. It is felt by not a few that the proper person to represent the University in the Legislative Council is the head of the Educational Department. But the present head of that department, Mr. K. M. Chatfield, M.A., lives in such complete isolation from society and is so inaccessible to all but the officers of his department and a few old pupils for whom he has still a kindly corner in his heart, that he is entirely unknown to all but a small minority of the Senate and even if anybody thought of proposing him for the honour he would be the last man to allow his name to be put forward. When Mr. Chatfield retires, Mr. Edward Giles, M.A., who is destined to be his successor, will no doubt be at once thought of as the fittest representative of the University.

The scheme for the higher education of the natives of India, inaugurated some years ago by Mr. J. N. Tata of Bombay, is working very satisfactorily. No fewer than five young men, four of whom are Parsees and one a Hindu, are at present prosecuting their studies in England under this scheme. One of them, Mr. Ardesar Kaikhosen Cama, B.A., of Elphinstone College, has just obtained a Wranglership in the Mathematical Tripos at Cambridge. Of the rest one is at Cooper's Hill College, one is studying Medicine, and the remaining two are reading for the Indian Civil Service Examination. A sixth young man—a Parsee M. A. and Fellow of Elphinstone College—will proceed to Europe in September next under the same scheme.

Reviews and Notices.

An Introduction to the study of Shakespeare, by HIRAM CORSON, LL.D., Professor of English Literature in the Cornell University. London: Isbister and Co., Boston: D. C. Heath and Co.

The title of this book is, despite Professor Corson's prefatorial apology, rather a misnomer. It is, indeed, no more an Introduction to the study of Shakespeare than a miscellaneous volume of sermons is an Introduction to the study of the Bible. There is, we may safely say, no Introduction to Shakespeare other than Shakespeare himself, a single exception being made in favour of Charles and Mary Lamb's *Tales*. Professor Corson's book does not therefore stand condemned,—far from it. It is a collection of essays in Shakespeare criticism marked by a sound and accurate knowledge of the poet's own work and the best that has been said and written about him, characterised, moreover, by a strong common sense, admirable clearness and no little ingenuity. In addition to commentaries on separate plays, Professor Corson reviews such subjects as the Shakespeare—Bacon controversy (a controversy one might have hoped pretty well dead at this epoch of time), on the authenticity of the First Folio, on Shakespeare's verse, on the distinctive use of Verse and Prose in Shakespeare's plays, and the Latin and Anglo-Saxon elements of Shakespeare's English. In his Chapter on Shakespeare's verse Dr. Corson makes a suggestion which we do not remember to have met with elsewhere, but which, seems to us to go some way towards accounting for the change in metre and language which Shakespeare's verse underwent between his earliest and later periods, between the period of *Love's Labour's Lost* and the period of *The Tempest*.

"The gradual and regular change," says Professor Corson, "which Shakespeare's language-shaping underwent, must have wrought changes in the stage-elocution—which changes, may, in turn, have had a reactionary effect upon his latest style. At the first great outburst of the drama, in the reign of Elizabeth, the stage-elocution must have been more or less of the recitative style, and inflated withal. This is inferable from the versification which preceded Shakespeare's; and there was no doubt a

himself with a few paragraphs, chiefly composed of quotations from others. No doubt we can find what we desire elsewhere, nevertheless these things,—by far the most important points in the study of any English classic—should, we consider, occupy a prominent place in any edition aiming at completeness. Dr. Bradshaw thought otherwise, and has left the higher criticism almost entirely to look after itself. Perhaps after all, he was right. Be that as it may, what he has done is done as thoroughly as it well can be.

Nala and Damayanti; A Drama, by C. MADHAVA CHARIAR. The Scottish Branch Press, Negapatam.

The first work of any would-be author people are generally inclined to judge leniently, but when the would-be author makes his début with a five-act drama, in blank verse, and that too in a language with which he is only imperfectly acquainted, he must not expect his modest effort to meet with much mercy. The story of the present production is, as far as one can make out, somewhat as follows. Nala is a certain Indian Emperor who plays at dice and gambles away his whole kingdom (an idea not quite unknown in oriental literature), and yet himself driven out an exile together with his wife Damayanti. The strange vicissitudes of Nala and his faithful spouse, in company with saturnian bogies, fairies, flying swans, and other extraordinary creatures, till they at length get restored to happiness forms the basis of the drama. There is really a lot more plot than this, only it is too difficult to unravel. The author has evidently taken Shakespeare for his model. For many a famous line of the bard of Avon is to be found here, though so twisted and squeezed out of shape, that they remind one of the reflection of a face in a twisted looking-glass more than anything else. Take for instance the following extraordinary dialogue:—

Par. I say she may re-marry. Widows may re-marry.

Bah. Your law allows it?

Par. Yes sir; law allows it.

Bah. Yes sir, law allows it and fashion awards it too.

There is a certain being too (an aerial voice the creature is called) who evidently has rather a good memory for he or she begins to sing thus:—

Though fair is foul and foul is fair
Inspect thou not this lady fair, &c.

These are only two instances out of very many. The following is not from Shakespeare:—

Crier. Good friends for belly's sake; spare me.

1st Citi. Bold enough to cry?

Crier. Belly pinches, gentlemen.

2nd Citi. Feed the crows with it villain.
[Pinching his belly.]

Crier. Spare but my life; I am a family man.

The only other way in which the play resembles Shakespeare's is that it contains five acts, and quite a lot of the lines ten syllables each. For the rest, Mr. Madhava Chariar has treated all the known rules of prosody and Grammar with the most withering contempt. The characters are none of them in the least interesting, not characters at all most of them, and their speeches are wordy, full of incongruities and ridiculous. Here and there however, though they cry out to one another like the plums in the hot cross buns, "Here am I, where are you?", there are some good lines, and if they are original they show that the author really has some poetic ideas, and that if he were to devote himself to something a little less ambitious he might meet with better success.

Short Studies in Nature Knowledge, by WILLIAM GEE. London, Macmillan and Co., 1895. Price 3s. 6d.

We are heartily glad to bring this excellent little book to the notice of all interested in the pursuit of Nature Knowledge, and particularly of teachers and students of physiography. In this book, the author, a teacher of the Education Department and of the Science and Art Department in England, has expanded notes of class-lessons given during the past quarter of a century, and has included some of the results of recent travel and research. The result is an admirable production which looked at from any point of view leaves little to be desired. With the exception of the first chapter which treats of the earth generally, the book is done in a masterly way. The first chapter is divided into two parts. The first portion traces rapidly the history of geographical exploration from the time of Homer onwards; while the latter part aims at describing briefly the physical characteristics of the earth. This chapter seems to us about the weakest in the book, though we must at the same time confess that it is not easy to make it much better than it now is. There is something arbitrary in the author's choice of the principal landmarks in the history of geographical exploration for fuller treatment. While he devotes and rightly devotes considerable space to Columbus, Magellan, Vasco da Gama and Captain Cook, we are surprised to find that the names of the great French explorers, Champlain and La Salle, are

more important things to be studied than bits and remnants of indigestible knowledge of antiquity. No wonder then if enthusiasm drops. The want of understanding, the driving forces of our time, and the dulness with which its moral ideas are conceived, are characteristic of our 'Gymnasial Schüler.' His classical studies blind him to such an extent, that he does not see the moral good and beautiful, that surrounds us in a much greater abundance, and in a much more spiritual form. The chief foundation of our Christian moral consciousness is 'mankind,' the development of which is carried on in spite of all obstacles, quite in opposition to antiquity, where the 'Staatsbürger' (States citizen) was developed in the most one-sided way. If our pupils read in their Thucydides, Xenophon, Cæsar, Livius, Tacitus, &c., of the brutal deeds and blackguardism with which in ancient times, the strong predominated over the weak, the victor over the conquered, the citizen over the non-citizen, the master over the slaves, his whole moral instinct must revolt against such facts, and they must appear to him as a gross violation of the laws of morality, whilst they are nothing but the natural consequences of the heathen-antique view, which put the interest of the State, i. e., that of the ruling classes, above everything else."

The writer recommends modern science, true Christianity, the study of the Bible, as the sole sources, from which our young generation will have to draw new life and mental recreation.

The great Philologist "Bahnsch," Professor at the Royal Gymnasium at Dantzig, proposes to change the study of the Greek language into the study of Greek literature, and to give the pupils, instead of the originals, thorough good translations in hand. As to modern languages, English, according to Grimm, has gained more strength and vigour than any other modern language, because it has abandoned and put to rout its old laws of sound, while losing nearly all its inflections. The works of Gibbon,

Macaulay, Carlyle, are excellent substitutes for the fragments of a Cæsar, Tacitus, Herodotus and Xenophon, and the study of Shakespeare will be more useful than the reading of the Greek tragedians. In French, as Professor Jowett maintains, far more than in any other European language, has been developed the noble quality of lucidity of style, to serve as a model example to all the rest. There we have the works of the great historians Mignet, Guizot, Michelet, Thiers and Taine; and as to writings of didactical matter, the old French literature is very rich. Montesquieu's "Considérations sur les causes de la grandeur et de la décadence des Romains," Turgot's "Discours sur les avantages que l'établissement du christianisme a procuré au genre humain," and Diderot's "Sur l'interprétation de la nature," &c., will animate the pupil more than the philosophical works of a Cicero or the indigestible Dialogue of a Plato. Horace, the lyricist, might be replaced by Béranger, Musset, Victor Hugo and as satirist, by chosen pieces of Molière, Corneille and Racine will replace the Greek Tragedy. As to German, Professor Huxley wrote some years ago: "The man, who is investigating any question profoundly and thoroughly, be it historical, philosophical, philological, physical, literary or theological; who is trying to make himself master of any abstract subject, is now-a-days compelled to read half a dozen times as many German as English books." The "Nibelungen" and "Gudrun" ought to be to our German youth what Homer and Virgil were to the Roman student. Horace, the lyricist, can be well replaced by Walther von der Vogelweide—Uhland, Rückert, Schenkendorf, Hauff, &c. Goethe's Faust, Egmont and Iphigenie, Schiller's Wallenstein, Wilhelm Tell and Maria Stuart outweigh Æschylus and Sophokles. As to History, the names of Droysen, Ranke, Sybel, Schlosser, Duackér, Niebuhr, Mommsen, Curtius are sufficient to rouse the proper interest. The philosophical writings of Schiller, Herder's excellent essays, as well as Fichte, Schlegel and Schelling,

traditional style, dating far back, which had to be counteracted to some extent, before the way was open for the effective, natural, and deliberate style which, there is evidence, Richard Burbadge must have practised."

The essay on *Romeo and Juliet*, we consider, one of the best in the volume. In it the writer wages successful war with Gervinus, Ulrici and other German commentators who have discovered that in this most pathetic of tragedies, Shakespeare intended to point the dullest and flattest of all the false morals of commonplace prudentialism. The somewhat ponderous German commentators Professor Corson disposes of in a satisfactory fashion. All that could be objected is that a very similar view was propounded by Professor Dowden, and that in critical language, if not clearer and more vigorous than Professor Corson's, certainly more subtle and delicate. The essay on *Hamlet* in which Dr. Corson combats the well-known theory of Goethe, Coleridge and 'nearly all the commentators' is somewhat less convincing. Hamlet's failure, he argues, is not due, as we have generally been told, to his own nature, to the excess of the contemplative, speculative faculty, and the absence of the practical. Hamlet's difficulty is not subjective; it is objective, a difficulty outside of himself. In fact, Hamlet is unfortunately thwarted and conquered by 'circumstances over which he has no control.'

The other essays in the book will in many respects repay reading, and will certainly prove useful to serious students of Shakespeare. Next to reading Shakespeare himself, there are, in spite of Mr. Flay, few more pleasurable and really useful things than reading what has been written about him by competent critics, and amongst these Professor Corson must certainly be ranked. One fault we have to find with him, and that though a considerable one, could almost be removed by an intelligent proof-corrector. Wantonly and without purpose, so far as we can see, he elects consistently to use the phraseology of conversation in preference to the phraseology of literature. He invariably uses the forms 'There's, it's, mustn't, don't, isn't,' &c., when 'there is,' 'it is,' 'must not' would surely not have involved much additional labour to writer or compositor. Charles Lamb wished to say a grace before reading Shakespeare. Such devotion we cannot expect from every one, but we have certainly a right to demand that a critic of Shakespeare should not allow himself to use language which from its lack of dignity, is unworthy of the theme.

But Dr. Corson sins more grievously than this. He is now and then positively vulgar. He seems at times to be covered with the mantle of Mark Twain, and to show no small portion of that comic writer's spirit. Some remarks of Dryden's are characterised as 'such bosh,' a criticism of Swinburne's is dismissed as 'crazy,' Romeo in his love for Rosaline 'was not so very far gone.' But the worst offence merits to be publicly pilloried, and we shall do our best to render it that small piece of justice. Towards the

close of the Essay on *Romeo and Juliet* we find the following passage:—

Paris's self-consciousness and self-complacency are shown even when he strews flowers upon Juliet's tomb:—

'Sweet flower, with flowers thy bridal bed I strew;
O woe! thy canopy is dust and stones,
Which with sweet water nightly I will dew,
Or, wanting that, with tears distilled by moans.'

One is disposed to read these lines with a lisp, and to slur the r's:

Paris observes the etiquette of bereavement. He's a nice young man, he is, who wouldn't neglect any of the conventional proprieties of life for the world. But such nice young men, and so conventionally correct and proper, Juliets generally don't take to.

'One is disposed' to read such criticism with a Yankee drawl and to throw in 'I reckon's' and 'I calculate's' *ad libitum*. Such an outrage upon taste is curiously American. We question whether any fairly cultured English writer, no matter from what rank of life, could permit himself in criticising a Shakespearean tragedy to use language fit only for a second-rate sporting newspaper, and offensive there. Such vulgarisms are indeed rare with Dr. Corson and could easily be amended, but allowed to remain, they grievously wound the sensitive and are blots upon a work which, of its kind, is really good and useful.

A College History of India, by J. TALBOYS WHEELER.
Macmillan & Co.

Mr. Talboys Wheeler's books are now so well-known, and India is a subject on which he is so peculiarly qualified to write, that the present work needs little praise to commend it to the general public. For although written primarily for College students it is just as well adapted for general reading as it is for school study, and perhaps even more so. It contains the history of India from the earliest times up to the present day; and though much compressed, it is written in a lively and attractive style in which it renders it entirely free from the tediousness and dryness which are such common features in most *Outlines* and *Short Histories*. Compression is the one quality which ought to characterise a history of India until comparatively modern times are reached. The real value of history is that we are able to follow out the growth and progress of a nation's civilisation, and the development of its national character. If we are unable to do this in the case of any particular country then the history of that country can have very little to teach us, and is therefore not worth a detailed study. This is the case with India, at any rate until we reach the middle of the last century. Previous to this her history is one

long series of disconnected events. Kingdom overthrows kingdom to be in its turn overthrown by another. Court intrigue follows court intrigue, and fratricidal war follows fratricidal war. No national development, in fact hardly a nation to develop. No truly great man in the whole of it, only some one or two who stand out prominently, great only in comparison with those who come before and after them. In a history of this kind the main facts are all we can want to know. And the main facts are what Mr. Talboys Wheeler in his *College History* gives us, and he has made them as interesting as it is possible to make them; and for this reason his book is so suitable for general reading. On the last 150 years of the history we would have wished that the author had been fuller, but this perhaps could not have been consistent with the object of the work. To students of this country, this book should be invaluable not only as a history but also as a model of good and pure English prose; while it will form an admirable introduction to those who wish to enter deeper into the subject. There are three excellent maps, and a copious index.

Colin Campbell, by ARCHIBALD FORBES. *English Men of Action Series*. Macmillan & Co.

Mr. Archibald Forbes' life of Colin Campbell is a book which few Englishmen could read without feelings of pride. It is a record of heroic deeds; for Colin Campbell's life, from the time he became Colin Campbell to the time he became Lord Clyde, was, practically, one long succession of brilliant actions. We do not mean to say that he was heroic directly he was born, but he became Colin Campbell; which, as Mr. Forbes tells us, took place at the time when his real name being Colin Campbell, the change was due to a mistake on the part of the Duke of York, who, when he gave Colin his Commission, supposed him to be a bell, and the error was never corrected. The campaigns and famous deeds of this grand old soldier, and of the immortal 93rd regiment of which he was so fond, are told so simply and yet so vividly and with such a consummate knowledge of military affairs, that the book is one which cannot fail to arouse the interest and enthusiasm of the most casual reader, and is at the same time a very valuable addition to the military literature of Great Britain. It takes us through nearly every campaign in which England was engaged from the Peninsular War to the

pacification of India after the Mutiny. "And the only regret we feel at the close, a regret which no one shared more than the author himself, is that we are told so little about Sir Colin Campbell as a private person. But this was unavoidable, owing partly to the scanty materials which were available, and partly to the fact that Sir Colin had very little private life; and the few glimpses which the author has been able to give us, behind the curtains of officialdom, are, therefore, of all the greater interest. Mr. Forbes was evidently in love with his subject, but he has not allowed his enthusiasm to carry him away. For his criticisms are moderate, delicate, and just; three qualities which it is by no means easy to combine, especially when many of the actors in the scenes described are still living men. The frontispiece is a fine portrait of the veteran hero; and the book deserves to rank very high in the English Men of Action Series.

Gray's Poems, edited with Introduction and Notes, by JOHN BRADSHAW, M. A., LL. D., *Inspector of Schools, Madras*, editor of *Milton's Poetical Works* and *Chesterfield's Letters*, and an *English Anthology*. London: Macmillan and Co., 1894, second edition.

This is quite one of the most admirably edited of Messrs. Macmillan's series of English Classics. The late Dr. Bradshaw had made a special study of the works of Gray; hence both the Introduction and the Notes to the volume before us have a value of their own quite apart from their power to clear up difficulties for schoolboys. The text has been carefully revised from the original editions and the British Museum MSS. and in Dr. Bradshaw's edition several errors reproduced by almost all previous editors have been rectified. In the Introduction will be found a complete list of former editions of Gray's works, together with the most important biographies and critical essays on the poet from Dr. Johnson to Matthew Arnold and Leslie Stephen. At the end of the Notes to each poem a list of various readings is given, and throughout the body of the Notes abundant evidence is forthcoming of the thorough editorial treatment to which the poems are here subjected. Every difficulty which the average schoolboy is likely to experience is clearly explained, while there is very much—which he is not likely to find elsewhere—calculated to interest and instruct the more advanced student. The greater part of the Introduction deals with the Life and Writings of the poet, and is very satisfactory so far as it goes. We should have liked it to have gone further. We should have liked to have had a critical essay on the distinctive character of Gray's verse, how it was related to preceding, how to subsequent English schools of Poetry, how far Gray shared in the mannerisms and artificialities of his age, how far he escaped from them. But on such matters Dr. Bradshaw contented

have been sadly neglected hitherto, much to the disadvantage of the pupils of our classical schools.

O. DELFS.

JAGERHOF RAI EUTIN, }
June 1895.

OUR BOMBAY LETTER.

BOMBAY, 30th June 1895.

I am sorry to record the death of Mr. Gopal Ganesh Agarkar, M.A., Principal and Professor of Logic and Moral Philosophy, Fergusson College, Poona. This sad event which took place on the 17th instant adds one more name to the long list of promising native graduates cut off in the full prime of life. Fergusson College has been particularly unfortunate in this respect, having lost no fewer than three of its ablest professors in less than three years. Mr. Agarkar was only 38 years of age. The diseases which 'carried' him off were asthma and dropsy. He was one of that small band of enthusiastic young men who after helping to make the New English School at Poona the success that it is, took a much higher step and started the Fergusson College in 1884 with the object of cheapening and facilitating University education in the capital of the Deccan. Though this College has been in existence for such a short time it has already risen to an enviable position among the Colleges of the Presidency. In point of numbers it is second only to Wilson College and in the University examinations it often stands at the top of the list. Mr. Agarkar became its Principal only about three years ago on the death of Mr. Vaman Shivram Apte, M.A., who was its first Principal. The staff of the College consists exclusively of young Hindu graduates who have resolved to devote their lives to the work of education. The success they have achieved shows what the natives of this country are capable of if properly trained and if they have their heart in their work. But

the way in which these devoted young workers are remunerated for their valuable services leaves much to be desired. Indeed they are so poorly paid that the total earnings of the Principal and Professors hardly equal the salary of a single European Professor at a Government College. It will be seen from the Statistical Return of Colleges for the official year 1893-94, published in the Report of the Director of Public Instruction, that the total expenditure at Fergusson College in that year was only Rs. 12,754 against Rs. 92,841 at Elphinstone College and Rs. 59,001 at the Deccan College. The annual cost of educating each pupil was only Rs. 55-3-4 at Fergusson College whereas at Elphinstone College it was Rs. 330-6-4 and at the Deccan College it was Rs. 440-4-10. How can these men, doing such hard work, keep body and soul together on such miserable pittance as they are content with? I am told that in their case it is nothing but work, work, work, all day and that some of them sit up even at night and read till the small hours of the morning. No wonder if such excessive expenditure of brain power sometimes proves fatal. It is never good to burn the candle at both ends.

The 25th of this month was fixed by the Syndicate as the last day for receiving nominations of candidates for the University seat in our Legislative Council. Contrary to expectation the only name received by the Registrar was that of the Hon'ble Mr. Jhaverilal Umiashankar Yajnik who has thus had simply a walk-over instead of a keen contest with such formidable competitors as were named by me in my last letter. "It appears that the name of Mr. Selby had been put forward, during his absence at Ceylon, by some of his friends, without properly consulting his own wishes in the matter. Mr. Jhaverilal has done good work as a Member of Council, but he is in no sense a University man, and Mr. Selby would have had a good chance of success if he had not withdrawn from the field. But his

not so much as mentioned. The long and entrancing story of the opening up of the Dark Continent is dismissed with a sentence or two. The second part which deals with the physical nature of the globe we inhabit will be far from intelligible to the readers for whose use such a book as the one under review is chiefly intended. With this single reservation we have nothing but praise for the book.

Without any effort at distinction of style the author writes in a way which it is difficult to over-praise. The chief features of the style of the book are simplicity and directness. By the introduction, wherever possible, of choice extracts from the writings of such eminent travellers and observers as Humboldt, Kingsley, Livingstone and others, and by looking at the phenomena of nature constantly in relation to human affairs, the author has greatly increased the charm of his work.

The book, though chiefly intended for students, is well suited to introduce the general reader to the leading points in the science of physiography. The book is printed in bold type on good paper. We must find space for a final word of commendation for the neatly executed illustrations which adorn the pages of this fascinating book. We do not exaggerate the merits of the work when we say that it deserves to take a place by the side of Sir John Lubbock's *Beauties of Nature*.

Macmillan's History Readers, London: Macmillan and Co., 1893, 1894.

These are seven neat little volumes adapted to the requirements of the standards in English Board Schools. The first volume appears to be still 'in preparation' and the last we have not before us, but judging from the remaining five, we have no hesitation in saying that these History Readers compose a most capital series, and we do not wonder that they are already widely used by School Boards all over England and Scotland. Book II. contains simple stories from different periods of English History, and is thus well calculated to arouse in young children an interest in the subject of History, which the succeeding volumes will largely gratify. The language is straightforward and simple, but, of course, varies in difficulty according to the age and attainments of the pupils for whom each volume is intended. Much discrimination, too, has been shown in selecting suitable subjects. Throughout, poetry is interspersed with the prose, sometimes an old ballad modernised, sometimes a poem by Longfellow or Tennyson. Spelling lists, explanatory notes, summaries and chronological tables are introduced wherever necessary, and in all ways the compilers have steadily kept in view the two-fold aim of the series, to serve as reading books and as an Introduction to the study of history. In and as an Introduction to the study of history. In the matter of paper, type and general get-up little is left to be desired. The illustrations deserve a special word of mention. They are, with few exceptions, admirable both from an artistic point of view,

and from their fitness to lend an additional interest to the text they accompany.

Science Readers, BY VINCENT T. MURCHE, Books I. II. and III. London: Macmillan and Co., 1895.

This series of reading books forms the natural complement of the author's *Object Lessons in Elementary Science*, published last year for the use of teachers. The lessons are constructed on a novel and interesting plan. In the first lesson of the first book we are introduced to three children who amuse themselves by playing at keeping school, one of the commonest of children's games. The children deal with each subject as it comes in their own simple language. The young readers who use these books, it is to be hoped, will catch something of the enthusiasm and earnestness displayed by these imaginary children throughout their conversations on common objects. The lessons deal in a simple way and by easy and natural stages with the commonest properties of bodies; with the nature, growth, and structure of plants in general; and with some of the leading types of the animal creation. The lessons have been arranged with a view to avoiding monotony and maintaining as far as possible a general level of attractiveness. There cannot be any reasonable doubt that the author has succeeded in his aim to make these lessons cultivate in the learner, from the very first, habits of correct observation and reasoning, and at the same time to secure the solid advancement of his young readers without any appreciable effort on their part. Short summaries of all the lessons are given at the end of each book. The excellent cuts with which the lessons are illustrated cannot fail to be a great source of attraction in the eyes of those for whose use the books are intended. We strongly feel that any words we may say in praise of these books must fall short of their real merits. We confidently anticipate for the books a success to which their merits conspicuous on every page richly entitle them. We look forward with pleasure and expectation to the appearance of the promised remainder of the course.

History of England for beginners, BY ARABELLA B. BUCKLEY, (MRS. FISHER), London: Macmillan and Co., 1894.

The fact that we are about to quarrel with the title of this book is proof that we have been able to discover no very serious fault in it. If this history, which runs to about 400 closely printed pages be for 'beginners,' for whom is the same compiler's *Primer* intended, for it is scarce quarter the size? But, indeed, who and what are these beginners? Most properly brought up little boys and girls begin the study of English History at a period when they cannot be expected to appreciate the distinction between long-headed Neolithic men and round-skulled Celts, between royal domain and Folk-land, King's Lench and Common pleas, Royal Prerogative and Parliamentary Privilege, and other subtleties which Mrs. Fisher's beginners are called

upon to deal with. "No, we begin English history with the stories of Alfred and the cakes and Bruce and the spider. That is the beginner's 'historical method,' and perhaps, in no small degree, the master-historian's too. However, despite the title, Mrs. Fisher's 'History' is a capital school book, well suited to middle classes in English schools. Mrs. Fisher writes clearly and simply, her facts are plentiful and well-arranged, and her comments are on the whole sound and moderate. The book is furnished moreover with eight excellent maps, with a number of genealogical tables, with an admirably full chronological table and a good index."

The History of India with Chapters on the Physical Geography, the ancient and modern political divisions and places of interest; and 'India in 1893' its peoples, their conditions, resources, institutions and Forms of Imperial, Provincial, and Municipal Government, BY SIR ROGER LETHBRIDGE, K. C. I. E., M. A., with Maps. London: Macmillan and Co.

This is a new and revised edition of a book which first published twenty years ago, has been repeatedly and deservedly reprinted. Within the small space of some 200 pages it contains a surprisingly ample fund of information concerning India as she was and is. The narrative is handled with great skill, and is divided into separate parts, each marked by a unity of subject—a distinguishing feature of a good school book. The attention of the student is in various ways directed towards the points of chief importance, and confusion is avoided by treating the various 'Histories' of India—for India has no history—Afghan, Mughal, Mahratta, British, &c., separately and not merely with a view to chronological order. The first Chapter, on the physical features of India, is excellent, as also are the Appendices on ancient and modern Political divisions, and India in 1893. There are two good coloured maps, one showing the physical features, another the political divisions, as well as an uncoloured map showing the distribution of languages. The book is specially intended for the requirements of the Entrance or Matriculation examinations of the universities, and might with advantage be used in High Schools in this Presidency. Teachers, at any rate, will find it extremely useful.

Two History Primers; (1) Indian History, Asiatic and European, BY J. TALBOYS WHEELER, and (2) History of England, BY ARABELLA B. BUCKLEY, (MRS. FISHER,) London: Macmillan and Co.

(1) Mr. Talboys Wheeler's works on Indian History are too well-known to need comment. The present volume is a marvel of information combined with extreme conciseness and clearness of arrangement. The Primer for several obvious reasons is scarcely adapted to the requirements of Indian

schools, but might be used with great advantage in English schools. It is becoming more and more necessary that English boys and girls should at an early period have their interest aroused in Indian History, but it is clear that any extensive study of the subject is impossible unless other branches of education are to be neglected. Mr. Wheeler's Primer would answer the purpose admirably. An hour a week devoted to it would do much to free the English schoolboy from Lord Macaulay's reproach and enable him henceforward to answer with praiseworthy accuracy any question as to 'who won the battle of Buxar,' or 'who perpetrated the massacre of Patna.'

(2) Mrs. Fisher's little book may lay claim to many of the merits of Mr. Wheeler's. It contains many facts, it is concise, it is clearly enough written. But the History of England scarcely admits of such compression and it is difficult to see what class of students the Primer is specially intended for.

History of England (Historical course for Schools), BY EDITH THOMPSON, London: Macmillan and Co.

This little Manual was published first in 1873 and, judging from the many Editions that have subsequently been issued, must have been found extremely useful. It appeared under the editorship of the late Professor Freeman, who stood sponsor for it after the following fashion:—"I believe it to be thoroughly trustworthy, and that it will give clearer and truer views on most of the points on which clear and true views are specially needed than can be found in any other books on the same small scale." Take away the comparison (for many excellent school histories have been published since these words were written), and nothing else need be taken from, or added to Freeman's recommendation.

THE May number of the *Viveka Chintamani* is a full one. The subject of the first article is "impure water and the diseases arising out of it." The editor in an article of some length discusses "Credit and its Functions," with special reference to the needs of the agricultural population of this country. In the present number is reproduced a paper entitled "Observations on the Loxia Bird," written by a Hindu girl, who has won one of the 'Viveka Chintamani prizes for nature knowledge' offered for competition in April last. The subject for the next competition is 'trees.' With the present number this Tamil Magazine enters on the fourth year of its existence. We wish the journal a long and successful career of good work.

3. Subject to the condition specified in the next rule, affiliated schools will have the privilege of sending pupils to the Civil Engineering College, Sibpur, for further training as apprentices or artisans, if certified by the District Engineer to be qualified for it.

4. Students of schools affiliated to the Apprentice Department, who have completed their course at such schools, will be admissible to the 2nd year examination of the Apprentice Department in class-work and work-shop practice. If they pass the examination, they may either join the 3rd-year class of the Apprentice Department, and continue their studies at Sibpur, or the fact that they passed this examination will be endorsed on the certificate they receive from their own school.

5. Affiliated schools will be supplied with machinery and appliances made at Sibpur at specially cheap rates; such machinery to be returned to the College in the event of affiliation being cancelled. The original price paid for the machinery, less deductions for wear and tear, will in that case be refunded to the school.

6. All affiliated schools are liable to inspection by the Principal of the Civil Engineering College; and if the school is unfavourably reported on, the affiliation can be cancelled by the Director of Public Instruction, after notice given to the controlling authority of the school.

7. All orders based on the remarks and recommendations of the Principal of the Civil Engineering College after his inspection will be issued by the controlling authority of the school concerned.

8. The affiliation of any school may be cancelled at the request of the controlling authority.

DOUBTS having been raised as to the power of District Boards with regard to fixing Text-books in primary schools in classes below those reading for the Upper and Lower Primary Examinations, the Director of Public Instruction has issued the following instructions on the subject:—

1. "For the Upper Primary Examination, Text-books in some of the subjects are fixed by the Department, and the same books will be read in the second class also. Where no Text-books are prescribed, the use of any Text-books included in the authorised list for this class of schools will be permitted.

2. "With the course of reading in the second class of Upper Primary Schools, District Boards are not directly concerned, inasmuch as they hold no examination of Upper Primary Schools at that stage. Under Rule 47 of the Educational Rules under the Bengal Local Self-Government Act, "the Board shall not interfere in the local management of schools not directly maintained by it;" and consequently it does not appear to fall within the province of a District Board to prescribe Text-books in such schools, where not required for the purposes of a common examination. All Text-books used in

such schools must, however, be taken from the authorised list.

3. "From the third class downwards, the course and standards in Upper Primary Schools are identical with those of Lower Primary Schools, and the same orders will apply to both. For the Lower Primary Examination, the Reader and the Text-book in sanitation are prescribed by the Department; and these books will be read in the class next below, corresponding to Standard A.

4. "Whenever it may be necessary to fix books (other than those just mentioned) for the standard examinations A and B, which are held by the District Board, it shall be in the power of the District Board to select such books, provided the selection is made from the authorised list of Text-books approved for the class corresponding to the particular standard, and provided also that the same book is prescribed for all the schools of a district. But Text-books should not be prescribed to any greater extent than is necessary to secure uniformity in the standards of examination. The books prescribed for Primary schools should be cheap and few, so as not to increase unduly the cost of primary education."

1. Vidyāsāgara Scholarships of Rupees 5 each tenable for two years, will be distributed in the following manner:—(a) Fifty in Bengal, (b) Twenty-five in N.W. P. and Oudh, (c) Twenty in Madras, (d) Twenty-five in Bombay and Sind, (e) Twelve in Assam and Burma.

2. A public competitive examination of such candidates who intend to compete for the Scholarships, shall commence in the first week of November, 1895, and shall be held at such places where there is an Entrance School recognised by any of the Indian Universities.

3. Any person, male or female, without any distinction of caste, creed, or color, belonging to the first and second classes of an Entrance School, may be admitted to the examination.

4. Every candidate shall, at the time when he notifies his intention of competing for a Scholarship, submit a certificate of good conduct from the Headmaster of his School. This shall be done at least three months before the examination is held.

5. Every candidate shall be examined in the following subjects:—English, Vernacular and History.

6. Question shall be framed from the following books:—(a) English Text-book of the candidates, (b) Emery's Notes on English Literature, (c) Any History of India.

7. The Examination in English shall include questions on grammar and idiom. Sentences in English shall also be given for translation into the Vernacular of the candidate.

8. Every candidate shall be required to write an essay in English on a subject connected with the History of India.

9. There shall be two papers set for the Examination.

10. The Examination shall be conducted by means of printed papers.

11. The following values shall be attached to the subjects of examination:—

English 100, Vernacular 100, History 100. Candidates obtaining 50 per cent. of the marks in the aggregate shall be passed.

12. The Headmasters of schools sending boys to compete at the Examination, shall be paid for the stationery and for other contingencies incidental to such public examinations as they may charge, when they will send up the applications of candidates.

* * All communications on the subject should be addressed to R. C. Ghose, Personal Assistant to Kumar Kedar Prasanna Lahiri, Bahadur, Zamindar, Kasimpur, Rajshahi.

THE Government of India have presented the Cottage Library of Bhowanipore and the Sikdar Bagan Library with one hundred copies of Oriental works.

At a special meeting of the Association of Heads of colleges and schools in Calcutta, held at the Albert Hall, resolutions were unanimously adopted expressing regret at the sudden and untimely death of Baboo Kerisha Behari Sen, M. A., late Rector of the Albert College, and proposing to place a tablet to his memory in a suitable public place.

THE results of the election of a representative of the Calcutta University at the Bengal Legislative Council have been sent to Darjeeling for the confirmation of the Vice-Chancellor. The two candidates for the coveted honour are Mr. A. M. Bose and Rai Bahadur Rajkumar Sanyal, who contested the seat on the last occasion unsuccessfully with Mr. W. C. Bonnerjee. The contest this time has been so keen, that it is doubtful which of the two candidates has secured the larger number of votes. It is believed that the voting is so evenly balanced, that the majority will be scarcely two or three votes on either side.

It has been felt for a long time that the arrangements for the lodging of the students of the Calcutta Madrasa are insufficient and most unsuitable. Sir Charles Elliot has long desired to build, with the aid of private liberality, a separate boarding-house for the students of the Madrasa. The project, however, has hitherto been left to languish for want of necessary funds. The Government of Bengal has hitherto been unable to make any large grant from Provincial Revenues, and until this was possible, it appeared useless to appeal to private aid. Private effort, however, directed to the same end has not been wanting. A committee formed for the purpose of collecting subscriptions to build a suitable house in the immediate neighbourhood of the

Madrasa has already succeeded in collecting a sum of Rs. 19,000; and there seems to be every reason to hope that fresh funds will be coming in. Sir Charles Elliot has now resolved to make a grant of Rs. 50,000 from the Provincial Revenues in order that a beginning may be made at once with the boarding-house. The building as at present contemplated will afford accommodation for ninety-six students.

PUNJAB.

THE Punjab University has made a grant of Rs. 500 towards an annual athletic sports tournament for colleges and schools in the province. The tournament will consist of contests in cricket, football, gymnastics and athletic sports. Sir William Rattigan has offered a shield for the best cricket team, His Highness the Maharaja of Patiala another for the best foot-ball team, and His Highness the Nawab of Bahawalpur a third for gymnastics.

LALA SHADI RAM has been awarded the Government Scholarship of £200 a year for study in England from among half a dozen competitors.

THE Kayasth Self-Improvement Society, Delhi, has set before the people of this country an excellent object lesson on the value of self-help and self-reliance. Besides many other useful works undertaken and carried out under its auspices, it has started a poor fund with the sole object of furthering the cause of education among the community, and helping the poor students with college and school books, fees, and other necessary expenses. As a preliminary step to this an effective appeal has been distributed among the members of the community in Delhi and the mofussil. A Deputation Committee has been formed to realise the objects of the society. We are glad to note that through the strenuous exertions of the Committee a sum of over thousand rupees has already been subscribed.

THE students of the Dayanand Anglo-Vedic College celebrated their Founder's Day with much *clat* in the first week of last month.

AN Ashram for College Students was opened by the Punjab Brahmo Samaj in connection with the Theistic Mission, on the 2nd June. A very commodious house, on the Lower Mall, next to that of Rai Bahadur Ganga Ram, has been rented for the purpose. The charges for lodgings, establishment, and medical attendance will, for the present, be Rs. 1-8-0 per mensem. An admission fee of Rs. 2 will be charged from 1st July. The management will rest in the hands of Lala Ruchi Ram Sahni, M. A., and Lala Sundar Das Suri, M. A., to whom all applications for admission into the Ashram should be presented. Lala Ruchi Ram Sahni, M. A., will reside in the Ashram during the next two months. No student expelled from

any public institution will be admitted during six months following the date of expulsion. There would be no interference with the observance of caste-rules by any inmate of the Ashram.

NORTH-WEST PROVINCES.

THE new College for higher female education at Lucknow is to be named after Sir Charles Crosthwaite, under whose auspices the movement for its establishment was inaugurated. Two or three lacs of rupees has been subscribed, the Oudh Talukdars being the largest contributors, and a suitable building has been provided by the munificence of the Bahrampore Raj. It will be opened probably in the rains.

THE Director of Public Instruction in the North-West Provinces has issued a circular raising the fees of Government Colleges and proposing to force all colleges receiving grants-in-aid from the Government to raise their fees as well. There is now an outcry in the Provinces that higher education is out of the reach of the richer classes, and only within the reach of the poorer. Efforts are being made to urge wealthy zamindars of the place to come forward with liberal donations for establishing a first-rate college in Allahabad.

SYAD MAHMUD, Barrister-at-Law, has published a History of English Education in India from 1781 to 1893, dealing with its rise, development, progress, and present conditions and prospects. The narrative touches on the various phases of educational policy and measures adopted under British rule up to the present period, and comprises extracts from parliamentary papers, official reports, authoritative despatches, minutes, writings of provincial statesmen, and Government resolutions. The work is dedicated to Sir John Strachey, G. C. S. I., late Lieutenant-Governor of the North-West Provinces; and the gift of the copyright and the sale-proceeds have been granted to the Mahomedan Anglo-Oriental College, Aligarh, of which institution the author is a Trustee and Honorary Joint Secretary.

FOREIGN.

ON Wednesday the 15th of May the Lord Chancellor presided, as Chancellor of London University, at the presentation of graduates and undergraduates who have been successful in the examinations of the year. The special features were the presentation of Miss E. A. S. Dawes as its first lady Doctor of Literature, and of Miss Florence G. E. Higgins as its first lady Bachelor of Music. We referred to the success of Miss Dawes a few months ago; Miss Higgins is a former pupil of the Camden School for Girls. Another D.Sc. is Miss M. J. Benson; and four ladies were presented as M. D. The honours list included the names of 115 ladies who had taken various degrees. In his address at the close of the presenta-

tion, the Chancellor discussed the question of the projected changes for the transformation of the University into a teaching, as well as an examining, institution, and expressed his inability to concur with the objections raised by those who opposed the scheme. Sir John Lubbock also spoke, citing figures to show the progress recently achieved in the work of national education, and regretting that in England education was narrowed by the fact that children were only allowed, under the Code, to be presented for examination in two class subjects.

At a recent meeting of the Convocation of London University Mr. Bompas, Q. C., moved a resolution declaring it to be the opinion of the House that if a local teaching University for London be desirable it ought to be constituted apart from the existing University. After a long discussion, the resolution was rejected by 238 against 117. The Chairman then announced that out of the list of three persons nominated to be submitted to Her Majesty for the selection therefrom of a Fellow of the University, Mr. Thomas Bateman Napier, LL. D., had received 1,231 votes and Mr. Cozens-Hardy 733 votes. A letter had been circulated urging members of Convocation to vote for Dr. Napier as "the candidate of the party opposed to the Gresham scheme."

THE Council of Legal Education in March last framed resolutions, which have now been sanctioned by the Inns of Court, with the view of enabling non-members to attend the classes and lectures held under the direction of the Council.

A DONOR whose name is unknown has given to the University of the City of New York, funds for a central building, on University Heights, for a library, museum, and hall, so arranged that the whole may be used as a library capable of holding 1,000,000 volumes. The gift amounts to 250,000 dollars. The only condition is that the donor's name shall never be revealed.

MR. T. J. I. BROWNE, scholar of St. John's College, is the Senior Wrangler of the year. There are thirty Wranglers, of whom St. John's furnishes ten, and Trinity six. One lady only is among the Wranglers, namely, Miss N. A. L. Thring, of Newnham, who is placed twenty-third in the list.

ANTHROPOLOGY has at last gained recognition as a subject in the final Honour School of Science at Oxford. At the same time, the readership in this department of study has been raised to a professorship, Dr. E. B. Tylor who was hitherto Reader in Anthropology being made Professor of that subject.

HIS ROYAL HIGHNESS the Prince of Wales, who has consented to be elected as Chancellor of the University of Wales, has promised to deliver the address

at the inaugural meeting of the University on an early date.

A NOTICE has been issued concerning three Priestley Scholarships in Chemistry, two Bowen Scholarships in Engineering, and one in Metallurgy, which were founded at Mason College, Birmingham, by the late Mr. T. Aubrey Bowen, of Melbourne. They are intended to encourage and afford facilities for the higher study of these subjects in Mason College, where they are tenable for one year, with the possibility of renewal at the discretion of the Council of the College. The annual value of each Scholarship is £100. Although good work done at Mason College will be regarded as a specially favourable qualification, the Council has generously thrown all the Scholarships open to general competition. The first award will be made in September next.

At a recent congregation of the University of Cambridge the degree of D.Sc (*honoris causa*) was conferred on Mr. John Murray, F.R.S.E., Hon. LL.D. (Edinburgh), editor of the "Challenger" publications, and that of M.A. (*honoris causa*) on the Right Hon. Lord Acton, Regius Professor of Modern History.

A wise provision has lately been made, giving the University of Cambridge power to deprive of the advantages of a degree any graduate who, having been convicted of any offence involving penal servitude or imprisonment, is also considered by the Chancellor and the Sex Viri, or four of their number, as unworthy to retain his degree.

THE petition of the University of Durham for an amended charter, enabling it to throw open all its degrees and faculties (except that of Theology) to women, has been granted, and new regulations have been framed in accordance with this change.

AN unknown donor has endowed a chair of Political Economy at the University of Glasgow in honour of the memory of Adam Smith, who was a Professor at the place.

A PROPOSAL for a permanent commemoration of Sir George Chesney has been mooted at Cooper's Hill. Sir George was one of the founders of Cooper's Hill College, and always evinced a warm interest in the progress of the institution.

THE Annual Meeting of the National Indian Association was held on the 15th of May last. Lord Harris presided. The report stated that the Association had for many years proved a centre of useful work in regard to Indian social interests, and had definitely helped to dispel prevailing ignorance about India. A special appeal was made for the

Education Fund, which helped to meet the growing desire for instruction among Indian ladies. Education was only beginning to be recognised as desirable, and had as yet received scarcely any encouragement from the wealthier classes. The Chairman said that the question how to encourage female education in India without infringing the social customs and religion of the people, was constantly before the mind of the ruling authorities in that country. A resolution was carried appealing for generous support for the Association's work.

WE learn that the University of Buffalo, United States, has incorporated a school of pedagogy with its other departments of law, medicine, dentistry, and pharmacy. The school is designed for advanced students of teaching; particularly for principals, superintendents, and training teachers, and hence will be devoted exclusively to professional work. The course of study is contemplated to cover a period of two years. The first term will commence in September of the present year.

MR. HERBERT SPENCER has decided that certain opinions of his, often repeated and strongly expressed, debar him from accepting the Prussian "Royal Order pour le Merite."

AN effort is being made in Cambridge to set up a memorial to the late Sir John Seeley. It is proposed that the memorial should take the form of a permanent provision for the encouragement of those historical and political studies in which the late Professor took special interest. It has been suggested that this might be done by a studentship, a prize, or by an endowment for the library of the Cambridge Historical School. The memorial will also include a bust or portrait of Sir John Seeley.

THE authorities at the English Education Department, aware of the difficulty which many managers of country schools find in obtaining mistresses and masters, are seriously considering the advisability of creating a new (and lower) class of teachers for such schools. At present the idea is to employ organising visitors, who shall be Government officials, to travel from school to school (taught by these teachers) to keep things up to the mark. The organising officers would in reality be the superintendents of groups of schools, and the teachers would work under their direction.

WOMEN have been doing well at Cambridge again, for in the Moral Sciences Tripos no man takes a higher position than the two ladies who have come out in Class I., Division II. One of these, Miss Margaret Ramsay, is a daughter of Professor Ramsay, and first cousin to the Miss Ramsay who headed the Classical Tripos in 1887, and afterwards married the Master of Trinity.

Educational Intelligence.

MA DRAS.

THE Board of Mahomedan education got through a fairly substantial amount of business at its last meeting with the Hon'ble Mr. Crole in the chair. In considering the question of a new habitation for the Madrasa-i-Azam, the Board proposed that the Umdah Bagh, which has been found the most suitable place for the location of the institution, should be purchased. The Board next resolved that the appointment of a capable and efficient European graduate from England as the Headmaster of the institution, was absolutely essential. Then the question of the half-fees concession came up for discussion. While thanking the Director of Public Instruction for recommending the concession of half-fees in the Colleges of Engineering, Medicine, and Agriculture, the Board considered that the same concession should also be extended to the Law College, inasmuch as the arguments adduced by the Hon'ble Dr. Duncan against it were not, in the Board's opinion, strong enough. The Board further resolved to approach the Government with a request to extend the concession granted by the Bengal Government of levying one-third fees. Lastly, the question of Mahomedan inspecting agency was considered, and it was unanimously held that, owing to the heavy organising work which the Mahomedan inspecting agency has to perform and the enormous territorial extent under its supervision, the establishment ought to be so increased so that each Sub-Assistant shall have not more than two districts. The Board also expressed their opinion that one Inspector should be specially entrusted with the supervision of Mahomedan education in the Presidency.

THE Mahomedan community of Bangalore have established a Library and Literary Union in the Hindustani school.

As announced in one of our previous issues, a Government Scholarship to England was placed as a special case by the Government of India at the disposal of the University of Madras during the current year. Four candidates appeared at the examination recently held here for the purpose of awarding the Scholarship. As none of them succeeded in obtaining the number of marks necessary for qualifying, the Scholarship could not be awarded, and had to lapse.

On the 17th of last month a preliminary meeting of friends and students was held in Pachaiyappa's College to concert measures for perpetuating the memory of the late lamented C. Gopalakrishna Mudaliar, Headmaster, Pachaiyappa's College. Mr. M. Venkatramiah Chetty, B.A., B.L., was voted to the chair. The Chairman explained the object of the meeting, and said that the late Mr. C. Gopalakrishna Mudaliar deserved some kind of memorial for the

immense services rendered—services likely to last for generations to come. A Committee with Mr. P. Sivagnana Mudaliar B.A., B.L., as Secretary, was formed to propose a suitable memorial.

The Director of Public Instruction has, we learn, submitted to Government a report regarding the future of the Victoria Technical Institute.

A MEETING of the Senate of the University of Madras was held on the 19th of last month for the purpose of considering the claims of certain Matriculates who joined the Madras Medical College in October 1892, to admission to the next L. M. and S. Examination. It was proposed by Mr. Adam and seconded by Mr. George Bickle that Rao Bahadur V. Krishnamachariar do take the chair. Dr. Price moved:—"That as there is no reference in either the body or the appendix of the University Calendar for 1892-93, or any previous calendar, regarding the necessity of candidates for the L. M. and S. Examination passing the First in Arts Examination either at time of entrance or any subsequent time, students who entered the Madras Medical College during or before the year 1892, shall not be required to pass the F. A. previous to admission to the First or Second L. M. and S. Examination." After some discussion the proposition was put to vote and carried.

MR. K. VASUDEVA IYENGAR, the President of the National High School Committee, Trichinopoly, has addressed an appeal to "parents, guardians, and custodians of Indian National religious wealth" in which he writes:—"In the name of all that is noble and glorious in the annals of Hindu Theology, and in honour of all the worshipful saints who have left the indelible marks of the sublimity of the Indian religious life, I appeal to you to come forward to help in the strenuous efforts, that myself and my colleagues are making to restore the shattered edifice of the profaned Hindu Church." The appeal is for the purpose of collecting subscriptions for the erection of a permanent building in which to locate the National High School which was started in 1886. The cost of the building is estimated at Rs. 25,000; and about Rs. 10,000 has already been subscribed.

MR. ARTHUR PRINGLE has now carried his reprint of the Diary and Consultation Book of the Agent Governor and Council of Fort St. George, to the year 1684. This is the third volume of this series of records, and it is as interesting as its predecessors.

THE sixtieth anniversary and distribution of prizes of the Madras Medical College took place on Friday the 28th of last month in the theatre of the College. Brigade Surgeon Lieutenant-Colonel W. Price, the Principal, occupied the chair. The function was a private one. The chairman, after reading the Report for the past year, distributed medals and prizes to the successful students.

WE are greatly pleased to learn that Mr. C. Krishna Menon, Lecturer in the Madras College of Agriculture, who is now in England, has been awarded a Silver Medal by the Society of Arts for his paper on "The Village Communities of Southern India" which he read before the Society a short time ago. We congratulate the gentleman on this signal honour.

BOMBAY.

At a General Meeting of the subscribers of the Chattré Memorial Fund held on the 21st May it was finally resolved to set apart a sum of Rs. 500 for the publication of translations into Marathi of certain Sanskrit Astronomical works and to place the remaining sum of Rs. 8,500 at the disposal of the Managers of the Fergusson College, Poona, for the purchase of astronomical instruments for an Observatory to be built by the managers, who have in addition undertaken to found a scholarship in memory of the late Professor Chattré.

MISS DHUNBAI BANAJEE, a young Parsee lady, has returned from a course of artistic study in Europe, and opened a studio in Bombay. Receiving her early training in the local School of Art, Miss Banajee went to England, where she became a pupil of Professor Herkomer, R.A., in his school at Bushey. From London, Miss Banajee went to Paris with some fellow-students for the summer vacation, and finding that Paris offered greater facilities to art students than London, and was in other respects a city more to her taste, she stayed there and became a pupil of the well-known artist M. Bonnat. In Paris, Miss Banajee carried on her studies happily and successfully, and last year exhibited a head in the Salon.

His Excellency Lord Gaudhurst has kindly consented to become patron of the Bombay High School Athletic Association, and the Hon'ble Mr. Justice M. G. Ranade, M.A., LL.B., C.I.E. has been elected a Vice-President in place of Mr. Fulton, I.C.S., now on furlough, the Hon'ble Mr. Justice L. H. Bayley being the other Vice-President.

THE 25th of June being the last day notified for the nomination of candidates desirous of being elected by the University of Bombay to a seat in the Legislative Council, and the Hon. Mr. Javerilal U. Yajnik being the only candidate for the election, he has been recommended by the University to H. E. the Governor in Council for a seat in the Legislative Council. Mr. Javerilal was nominated by the Hon. Mr. Justice M. G. Ranade, C.I.E., and seconded by the Hon. Mr. P. M. Mehta, C.I.E.

It is our sad duty to record the death of Mr. Gopal Ganesh Agarkar, M.A., Principal of the Fergusson College, Poona, which occurred last month at the

premature age of thirty-nine. Mr. Agarkar was born in 1856. He graduated from the Deccan College in 1878 when he was appointed a Dakshina Fellow in the same institution. After two years' additional study he took the M. A. Degree in 1880, and at once joined the staff of the New English School, Poona. In 1892 he was appointed Principal of the Fergusson College.

A LECTURE ON 'English Hegelianism in its religious aspects' will be delivered in the Deccan College, Poona, on Saturday, the 13th instant by the Rev. J. H. Mackay, M.A. Other lectures on subjects to be notified hereafter will be delivered by Mr. A. B. Stewart, I.C.S., on July 27, and by Dr. Peterson on August 10.

BENGAL.

THE suicide of Professor Nash while on his way to England from India will be much regretted by Anglo-Indians. Professor Nash was much respected in Bengal, where he held a position in the Education Department, and had been officiating Inspector of European Schools since 1875. He was appointed Professor of the Presidency College in November, 1890, and Registrar of Calcutta University in the following year. He had been granted two years' leave of absence, after twenty years' service in India. The following sensational story was telegraphed by a *Central News* correspondent from Vancouver on the 6th instant:—The steamship City of Topeka arrived at Port Townsend yesterday, and her captain reports that while in Queen Charlotte Sound on Monday one of his passengers, Professor Nash, chief of the Education Department in India, who was on his way home to England, jumped overboard. The steamer was stopped and boats lowered, but the unfortunate gentleman sank before help reached him, and the body has not been recovered. The professor had been engaged in an argument with his wife a few moments previous to jumping overboard, and the lady was a witness of the tragic occurrence. It is stated that the deceased carried jewels to a large amount, and these have been lost with his body.

THE following rules for the affiliation of Technical Schools to the Civil Engineering College, Sibpur, have been published by the Secretary to the Government of Bengal:—

1. On the recommendation of the Principal of the Sibpur College, and with the sanction of the controlling authority of the Institution, the Director of Public Instruction can order the affiliation of any existing Technical school to the Civil Engineering College, or (b) the Artizan School, Sibpur.

2. Before the affiliation, the school must satisfy the Director of Public Instruction that the school staff and equipment are adequate for the instruction it is proposed to impart.

MISS EMILY FAITHFUL, the well-known authoress and lecturer, is dead. Her efforts on behalf of the employment, education, and advancement of women earned for her the sympathy and encouragement of the Queen, who some years ago awarded her a literary pension. She died at Manchester.

EARL SPENCER, K. G., as Chancellor, conferred honorary degrees for distinguished services rendered to Victoria University, Manchester. The ceremony was the first of its kind in connexion with the University. Among those present to receive degrees were the Marquis of Ripon, Lord Kelvin, Mr. W. Rathbone, M. P.; Sir Andrew Fairbairn, and Sir Henry Roscoe, M. P. Mr. James Bryce, M. P., upon whom the degree of Litt. D. was to have been conferred, was not able to be present in consequence of a family bereavement.

A SEVEN days' exhibition of specimens of the practical work of candidates at the technological examinations, held last month in connexion with the City and Guilds of London Institute for the Advancement of Technical Education, has been opened at the Imperial Institute. The exhibition, which is the second of its kind, comprises specimens of cloth and cotton weaving, dress-making, metal plate, plasterers' and plumbers' work, mechanical engineering, carpentry and joinery, cabinet-making, and book-binding. The examinations have now been held for 17 years, and the work is mostly done in workshops attached to schools or factories all over Great Britain, and, to some extent, in Australia, New Zealand, India, and South Africa.

THE head teacher of the Hugh Myddelton evening school wrote last January to the London School Board to say that twenty-three students in his school were anxious to form a violin class. Each student was paying three pence a week, and a pupil of the Guildhall School of Music was willing to teach the class for six shillings an evening. The total sum proposed to be spent during the current financial year was six guineas. This proposal was successfully "blocked" by Mr. Huggett and his friends for several months. It came before the Board, recently, and Messrs. Huggett, Coxhead, Riley, and six others opposed it. One only hopes that none of them had ever seen an evening school, and that they will all soon do so. There is nothing which makes so great an impression upon a visitor as to come out of the flaring noisy street of some East-end quarter into the quiet hall of a Board school where evening classes are being held. If it is a girls' school, and if a piano has been allowed, a gentle tired teacher who has come here after her day's work is taking perhaps a class of musical drill and watching the drawn lines pass from the faces and the constraint from the figures of a row of shop girls who, dressed in their uniform, swing their clubs to a merry marching song. In the class rooms others may be reading or learning French or book-keep-

ing, while outside a particularly happy company are making elaborate dishes at the cooking centres. The boys are almost all preparing themselves for some "place" which is only open to those who can write shorthand, or read a French business letter, or keep accounts. Everywhere there is a feeling of kindness and good temper. The only trouble is that there are so few students. The Bradford or Nottingham classes draw five or six times as large a proportion of the population as those of London. Now that we are trying to make up for lost opportunities, every new desire which breaks through what Lassalle called the "damned wantlessness" of an industrial population must be carefully fostered. Everyone but the nine rejoiced to hear that twenty-three students from Clerkenwell actually wanted to spend their savings on buying violins, and their evenings in learning to play them. But when one remembers the brutality and snobbery of the celebrated anti-piano agitation, it is with real thankfulness that one reflects that the objectors were only nine.—*Daily Chronicle*.

THE lecture established by the late Professor Romanes at Oxford was delivered last month in the Sheldonian Theatre, by Mr. Holman Hunt, whose subject was "The Obligations of the Universities of England towards Art." He urged that the obligations of the Universities towards art were to consult the position of, and to take steps towards defending, honest English design. What had been the great want throughout his term of observation had been the due cultivation of art knowledge by the rulers of their land and of those who directed public opinion. A good taste in literature should need little to make it an infallible judge of the sister art, but it wanted that little, and they had but too many examples to show that for want of it serious disgrace had fallen upon their nation. The system of appointing on committees of public taste gentlemen, who had gone through no system of education to guard them against false conclusions was too often disastrous, as had been proved many times over in the treatment of the best sites in London, notably in the case of Trafalgar-square. Graduates of the Universities should be supplied with a radical knowledge of the sciences employed in art, to qualify them for the development of a good judgment. All barely theoretical teaching was apt to mislead the amateur and put him up with conceit. His study should be practical, and of matters that were sure. It might be a question how far such training should extend, but it might be at once laid down that a full acquaintance with the proportions of the human figure was required, with the laws of balance and equipoise which controlled movements and the carrying of weights. Beyond such acquirements, a knowledge of the laws of perspective should be attained, and, as the due corollary, the simple laws of light and shade might be mastered. These and some understanding of the varieties of each people's decorative design, if well established in the amateur mind, might entice a young man to a

tinnation schools have been greatly fostered and developed by him. By stringent measures he has secured the efficiency of all existing elementary schools. He has placed the super-annuation scheme in a fair way to being realised in the immediate future. He has established a much-needed Bureau of Education. He called into being the Commission on Secondary Education which will go far towards bringing about the efficiency of secondary teachers through the registration of teachers, and will do much towards co-ordinating Elementary, Middle-Class and Secondary Education. And lastly, he has done much towards removing the anomaly of London, the metropolis of the world, being without a Teaching University. This is indeed a record for three years! It is our consolation to think that, however much his successor in office may be opposed to the forward policy of Mr. Acland, he will not venture on a retrograde policy. He must, however reluctantly and slowly, follow in the track laid down by his predecessor in office.

Another result of the General Election in England, other than that of ousting Mr. Acland from office, is that two Elementary Schoolmasters have been returned to Parliament. The gentlemen referred to are Mr. Ernest Grey and Mr. Yoxall, both prominent members of the National Union of Elementary Teachers. They represent the Conservative and Liberal interests respectively. Mr. Yoxall, perhaps, ought not to be classed as a schoolmaster, inasmuch as he no longer teaches, but is the paid servant of the National Union of Elementary Teachers. There will be no fear now that the interests of elementary teachers will be neglected in Parliament, for Messrs. Grey and Yoxall

have fighting material in them and are by no means inefficient speakers. It seems incredible that their election is an accomplished fact. A few years back such a thing could never have happened. The N. U. E. T. will become more popular than ever with teachers, and will soon number almost every elementary teacher in England among its members. Where are our Teachers' Associations in India? Teaching itself, and teachers as a body would greatly benefit as a result of their formation. We shall not cease to urge this duty upon our teachers.

The chief business at the last meeting of the Senate of the Madras University, held on the 25th ultimo, was the election of a member to represent the University on the Legislative Council. Dr. Miller was very naturally re-elected. We do not know how the Senate could have done otherwise, seeing that Dr. Miller was willing to stand again as a candidate—unless, indeed, the Senate wished to pass on Dr. Miller what would have been tantamount to a vote of censure. On the Agenda paper at the same meeting, the Syndicate reported that it did not propose to carry any further the question of two resolutions of the Senate made last year, one of which was "Before forwarding the marks to the Registrar, the Chairman of the Examiners in each subject or group of subjects shall hold a meeting under the Presidency of a Fellow of the University appointed by the Syndicate, and at this meeting shall consider as a whole the marks assigned by the various groups of Examiners." This means that the whole question of a moderating scheme is now permanently shelved. To some extent we regret this, as it stands to reason that candidates must occasionally

some injustice owing to the difficulty of procuring uniformity of marking. The Assistant Examiners are spread all over the Presidency and never meet to discuss the standard of marking. Short of this, all means are taken to obtain uniformity, but not always with satisfactory results. Owing, perhaps, to the severity of Examiners in one subject, a candidate may just fail to obtain the requisite number of marks in that subject, though he may have done extremely well in all other subjects. Consequently, he will fail entirely. We wish, therefore, that the question of a moderating scheme had not been so precipitately and unceremoniously dropped.

Mr. Lee-Warner, the British Resident at Mysore, has already during his short term of office gained a reputation for high thinking and plain speaking. Unlike most Residents, Mr. Lee-Warner speaks as an expert on educational matters and consequently commands respect for all he says. At the recent Annual Distribution of Prizes at the Wesleyan Mission High School, Bangalore, he made some remarks on the subject of Moral Courage which deserve all the publicity that can be obtained for them. In referring to the Report he said, "You have touched one note in your remarks upon moral courage which calls forth from me a sympathetic remark. That certainly is the lesson that we ought to teach the young folk of this country, never to be ashamed of their convictions or sacrifice what each one of them knows to be right and true, because others in whose opinions he does not place the slightest confidence, shout in a chorus of contempt or cower behind reform in an attitude of fear. Men are higher in the scale than a flock of sheep

and 'they are s aves who dare not be, in the right, with two or three.' If you can teach that lesson to the rising generation you will deserve more than a grant-in-aid from the Mysore State. You will lay the foundation of a regenerated and progressive society which will add strength and life to Hindu Society and build up a greater Mysore in the twentieth century than the past has witnessed." Mr. Lee-Warner by no means exaggerates the importance of inculcating this great lesson. More of moral courage is what we all individually need, but if there is one people more than another which needs to have the lesson driven home, it is the people of this country. And the reason is not far to seek. The fact that the Hindus are ruled by another people, in part, but not wholly, expresses the great temptation to which they are subjected. But in addition, they have for centuries run in certain narrow and well-defined grooves of thought which have intimately affected their moral, social and religious life. Under the circumstances, therefore, it requires a brave man to give expression to his inward thoughts, and a still braver man to act according to his convictions. But, as the temptation to acquiescence is great, so also is the necessity for the display of moral courage, and proportionately great the credit of such display.

The Muhammadan Educational Conference takes place this year at Shajahanpur. Sir Syad Ahmed Khan, LL.D., K. C. S. I., who has done so much for the education of his co-religionists in the North, will be present. There are not wanting signs that the Muhammadans all over India are becoming sensible of the importance of increased educational activity. We have not

degree which should qualify him for any post of responsibility in the control of national works or in publishing opinions on matters of art. He would only add his assurance that such a simple provision by the Universities as that indicated would impart great vitality to the whole range of English art design.

THE fourth of June was celebrated at Eton on Tuesday with the usual observances. The speeches took place in presence of a large number of visitors.

At the luncheon in Hall the Provost presided, and many old Etonians and parents of boys now at the school were present, though there were many of the visitors, including the Lord Chancellor, who enjoyed the hospitality of the several house masters. After due honour paid to the pious memory of the founder and the toasts of "The Queen" and of "The Prince and Princess of Wales and the rest of the Royal Family," the Provost proposed "The Visitors," coupled with the name of Lord Roberts, who was trained for war in the orthodox way on the playing fields of Eton.

Lord Roberts expressed, in thanking the Provost for his kind words, the pride and satisfaction which he felt in having his name associated with the great Etonians who had built up our Indian empire. In that great work of British genius Eton could claim no small share, for of 22 Viceroys no fewer than ten had been her sons (cheers), and the higher appointments, both in India and the colonies, were in large measure held by men who had received their training in the great foundation of Henry VI. There could be no doubt that the brilliant history of the school was in large degree due to the high tone which had always been maintained, and the character which it had won for itself in the past was worthily sustained by the present Provost, Head Master, and Fellows. (Cheers.) Even in India wherever two or three Eton men were gathered together the 4th of June was commemorated by an Eton dinner. He would ask them to drink the health of the Provost and Fellows, with the toast "Floreat Etona." (Cheers.)

At the last weekly meeting of the London School Board a report on the evening continuation schools was presented, showing that during the past session 40,853 pupils had attended the schools, and that the net charge on the rates had been £22,700.

PROF. H. MORSE STEPHENS, formerly lecturer in Indian History at the University of Oxford and editor of *India*, has been confirmed in the chair of Modern History at Cornell University, Ithaca, U. S., to which he was appointed some six months ago.

THE students of King's College, London, are forming a Society, to be called the King's College (London) Union Society, in connection with which there will be a *Gazette*. The objects of the Society will be to bind more closely together the large brotherhood of students at King's College, and to make the benefits for social intercourse more general. To a great extent the organisation will be on the Oxford Union lines. The *Gazette* will include articles of general interest to the students, and notes on the sports and proceedings of other Societies.

Educational Notes.

Under the presidency of the Earl of Dunraven a meeting of the Royal Colonial Institute was held at the Hôtel Métropole, when the Rev. J. E. C. Welldon (Headmaster of Harrow) read a paper on "The Imperial Aspects of Education." He said that as the Elizabethan era marked the commencement, the Victorian era marked the consummation of that civilization which Great Britain had swept over the entire world. It was not the expansion of empire but the spirit of empire which had characterized the Victorian reign, and at the close of that reign Her Majesty would bequeath to her successor an unprecedented empire knit together by innumerable ties of sentiment and devotion. It was a singular fact that education had made its most conspicuous progress in these two reigns, and there was very little, if any, progress between them. The public schools of England began with the reign of Elizabeth, and the reign of Queen Victoria had witnessed a greater progress in education than any other reign which preceded it. There could be no doubt that England owed her empire, however, far more to her sports than to her studies, and it was the manly sports in which such interest was taken that had made the English an Imperial people and had raised them superior to other people and other races. He had no hesitation in declaring that it was the instinct of sport which had played the chief part in creating the British Empire. The qualities on which that Empire had been based were, in his opinion, physical strength, promptitude, self-reliance, character, and religion. A teacher of the young, to uphold the character of the race, must have a firm belief in the Imperial destinies of the British race. He himself wanted his pupils to believe that the British race was the best in the world. It had been most successful in combining liberty with law, religion with freedom, and self-respect with respect for other races, and he believed it was called by Providence to play a prominent part in the history of all nations.

THE *School Journal* (New York) in one of its recent issues publishes a somewhat lengthy résumé of the first of a series of lectures on "Practical Pedagogics," by Prof. Andrew P. Montague, A. M., Ph.D., Dean of the Columbian College. We take the fol-

Barrow would be the last man in the world to launch forth a fantastic and unpractical educational scheme.

In 1871 when Mr. Barrow first went to Malabar there was but one Second Grade College, whereas there are now three. The Malabar Coast has indeed two First Grade Colleges already in existence, but these, as Mr. Barrow points out, are at such inaccessible places as Mangalore to the far North, and Trevandrum to the far South. The number of F. A. students turned out from the surrounding districts and from Palghat itself reaches nearly seventy annually, and Mr. Barrow reasonably believes that these students would in great measure avail themselves of the advantage of attending so convenient a B. A. centre as Palghat would undoubtedly prove to be. Cannanore and Ernakulam will soon be joined to Palghat by rail, and these places would therefore serve as additional feeders to Palghat. If the College is raised to the First Grade, the B. A. curriculum would be confined for the present to Branch I. (Mathematics and Natural Philosophy); Branch IV. (Mental and Moral Science); and Branch V. (History). Mr. Barrow and the Vice-Principal (Mr. Payne) are both Oxford men, and therefore with additional help for Branch I. the curriculum could be economically carried on. Financially, Mr. Barrow has few or no misgivings. The scheme, provided the number of students does not fall short of the number modestly anticipated by Mr. Barrow, will show a yearly profit to the Municipality in spite of the increased expenditure for the staff. As regards this latter item, however, we believe the members of the staff are willing to waive their claim to the increments proposed in the scheme; should the latter not prove a success.

We trust that the Municipality of Palghat,

if they accept the proposal to raise the Victoria College to the First Grade, will do so in no niggardly spirit. A First Grade College, consistently with its dignity as the highest institution recognised by the University, should be fully equipped in all points. Mr. Barrow has very pardonably, under the circumstances, shown the lowest figure at which the College can be worked as a First Grade College. But the Municipality will do well, should Mr. Barrow's proposal be accepted, to generously place the College in as efficient a condition as possible.

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Teachers generally in England will regret that the change of Government involves the removal from office of Mr. Acland, the Vice-President of the Council. His tenure of office has, in many ways, been a most remarkable one. Of Mr. Acland's ability and of his enthusiasm in all that concerns the improvement of education in England there can be no doubt, and it is a consolation to think that his ability and enthusiasm will leave their mark for good on the Education Department in spite of any change of Government. Here are some of the important facts which give an enviable notoriety to his term of office. He represented the claims of education so effectually that he was included in the Cabinet and was, except in name, virtual Minister of Education. On all important matters he invited and was greatly influenced by the advice of working schoolmasters. Free Education has become a reality under his auspices. The Annual Inspection, with the consequent payment-by-result system has given place to a more efficient and reasonable test of the efficiency of schools. The Evening Con-

before us a programme of the subjects to be discussed, but we trust that among them will be the question of the education of Muhammadan women, the desirability of more attention being given to the secular subjects in the education of the Muhammadan boy, and the need of supplementing that instruction in some cases by a course of Technical education. In our last issue we referred to the peculiar attitude of the Muhammadan mind to the drawbacks which attend the instruction of the Muhammadan young as compared with the Hindus, and to the gross ignorance which prevails among Muhammadan women. If these subjects receive full and impartial discussion, then the forthcoming Conference will be productive of much good.

HANDWRITING IN INDIA.

Most people will admit that what constitutes a good speaker or an effective writer is the ease with which the ideas of such a person are made clear and intelligible to the hearers or readers. Such a man will spare no pains so to express himself as there shall be no possibility of mistaking his meaning. So it should be with regard to handwriting. But strange to say, it often happens that the man who is the clearest thinker and speaker is the least intelligible as regards his handwriting. He who spares no effort to make his meaning plain, makes no effort whatever to give a corresponding perspicuity to his handwriting. Here is a case in point. There is at Oxford a gentleman who is justly acknowledged to be the literary champion of the Unionist cause in England. There is no more question as to the ability he displays in arraying his facts and pointing his arguments than there is that his handwriting is obscure to the degree of being unintelligible. On one occasion he had sent to the Head of a certain College a letter which required an immediate answer. But neither the Head nor the Fellows could decipher it. It was

read forwards, it was read backwards. Ingenious suggestions as to its probable import were based on the few fairly intelligible words which it contained. But the solutions offered were so conflicting, that at last the letter was placed on the mantelpiece for the learned professor himself to decipher when next he visited the College. Of course it is not meant to be suggested that all clever thinkers are necessarily bad writers; for that would be to put a premium on bad handwriting, and would lead some illogical people to suppose that the great majority of persons in the world are to be credited with possessing more sense than they appear to have. But this at least may be asserted, that most clear thinkers are not so careful to make their handwriting as clear as their thoughts and language.

Whether a person's writing is good or bad depends to a great extent on the temperament and character of that individual. But in many cases, bad handwriting is the result of indifferent instruction in the art of writing. And if indifferent instruction in that art is characteristic of a nation, it is but reasonable to suppose that, in a general way, bad handwriting will also characterise that people. Rightly or not, the educated classes of India as a whole have acquired the reputation of being indifferent, if not positively bad writers. The unintelligible scrawl of the average university man who is a candidate for Government service has become proverbial. It would be unfair, however, not to admit that very many graduates and others do write a remarkably clear and neat hand. But admitting this, it is equally true that there is a much larger number than there should be of those whose handwriting, if not execrable, is at least most indifferent. There must be causes for this, and it is the object of this paper to point to those causes and to their attendant remedies.

First, as regards the materials of writing used in our schools and colleges. These are often as bad as can be. No one can write well with bad ink, bad paper and bad pens. And in Indian schools

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All contributions, books for Review, &c., should be addressed to the Editor, Mysore. Articles and communications intended for publication in the succeeding issue, should, as far as possible, reach the Editor not later than the 20th of the month. The Editor solicits contributions on all subjects of educational interest.

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The Educational Review.

Mr. T. Vijayaraghavan has written an able article in the May number of London *Educational Review* on the subject of University Reform in India. In it he argues in favour of graduates receiving "a share in the counsels of Universities of which they are supposed to be members." There are many reforms to which Mr. Vijayaraghavan might have directed his attention, but he preferred, perhaps wisely, to confine his attention to the question of conceding to the graduates a greater share in the Government of the Uni-

versities than they now possess. As things are, a very few graduates are permitted to elect annually a small number of Senators. We say 'very few' advisedly. In the Madras University, for instance, B. A. graduates of twenty years standing, and M. A. graduates of any standing are permitted to elect two Senators annually. So far then as the Bachelors of Arts are concerned the condition of twenty years standing is sufficiently stringent to exclude by far the greater number of graduates from taking any part in the election. And as regards the Masters of Arts, they form in this country, as is well-known, but an infinitesimal part of the total number of graduates. The severity of the test of the M. A. degree ensures that the number of Masters will always be comparatively small. It is thus seen that the number of graduates who can avail themselves of Lord Lansdowne's concession forms but a small part—possibly one-tenth—of the total number of graduates. This is the important point on which Mr. Vijayaraghavan concentrates his attention. But what is his remedy? It is that "the experiment begun by Lord Lansdowne has already proved so successful that it warrants a further

and more generous departure on the same lines. The graduates ought to be formed into a Guild or Convocation, empowered to advise the Universities on all questions that may come before them. . . . This Convocation of graduates ought to be invested with the privilege of electing at least as many members on the Senate as the Government. It might also elect a representation on the Syndicate, which body conducts the executive Government of the University. The office of Vice-Chancellor might be wisely left to be filled up by the votes of the Guild." We do not know to what length Mr. Vijayaraghavan is prepared to go in his "further and more generous departure." The privileges he asks for are many and great. Would he extend them to the whole body of graduates irrespective of conditions? or would he have a time condition of ten or five years from the time of taking the B. A. degree? There can be no doubt—and proofs are not wanting—that higher education in India is gradually fitting our graduates for the work of governing; but we are not prepared to say that such an extension of power as that to which Mr. Vijayaraghavan refers would be advisable for the present. Probably our Indian graduates are just as capable of forming a correct judgment on University matters as are the Oxford and Cambridge graduates who in England crowd up from all parts of the country to record their votes on important occasions. But Mr. Vijayaraghavan does not seem to be aware that these latter gentlemen 'pay' in hard cash for their privileges, and that the fees they pay to have their names kept on the University Register is to a great extent a measure of their interest in University matters. If such a test were applied in India we should be disposed to be very generous as regards

other qualifications for having a voice in the Government of the University. In that case we would restrict the time limit to three years from the time of taking the B. A. degree—thus corresponding to the prescribed time for taking the M. A. degree at Oxford and Cambridge, which degree qualifies for Convocation provided the Master of Arts remains a member of the University by payment of certain fees. We would then make the number of Senators elected proportional to the number of electing graduates. It is scarcely modest on our part to say so, but we confess that the more we think of this fee qualification, the more we like the idea. Why should not such privileges be paid for? It would be a sufficient test of the interest taken by the graduates in the welfare of their University; it would be sufficient to keep outside those who took no such interest; and the accumulated fees might go towards founding a library such as the University ought to possess and the graduates to enjoy.

* * *

We have before us the proposals of Mr. C. M. Barrow, the Principal of the Victoria College, Palghat, for raising that College to the First Grade.

It seems to us that in his despatch to the Palghat Municipal Council, Mr. Barrow has made out a strong case in favour of his proposal. No one knows better than Mr. Barrow the educational needs of Southern India, and few can pretend to the knowledge which he has of the educational needs of the East Coast in particular—a knowledge acquired as the result of nearly twenty-five years' experience. This fact alone should ensure that his proposal for raising the Palghat College to the First Grade should be treated with all seriousness and respect, apart from the fact that Mr.

and colleges these are generally the conditions of writing. The excuse is that of economy. But niggardly economy is always very bad economy, to say nothing of its being derogatory to the dignity of such an institution as, say, a University College. The manufacture of the ink seems to form part of the duties of the peon, and his one idea would appear to be a plentiful proportion of water. Even if the ink is bought ready made, it is still liable to have its volume increased without limit by addition of this baneful element. The effect on one's nerves of writing with slightly coloured water may be easily imagined, while at the same time the writer loses all pride in his work. Then as regards the paper for which the scholars and students are responsible. Many scholars use paper coarse enough to try the finest pen and temper. In schools especially, dirty odds and ends of paper are used which look for all the world as though they had been picked up in the bazaar. Sometimes they are stitched together and receive the dignified name of a 'book'—a curious specimen of a book, indeed, with its uneven pages and coarse paper of various shades of colour. Scholars should be induced to purchase decent exercise books, for paper is cheap all the world over. Every scholastic and collegiate institution should keep a stock of such in the charge of a peon or master, and being bought in large numbers they might be sold at a low and cost price. As for pens, well it passes wonder how a scholar can write at all with what often is designated as a pen. Here again, each institution might at a trifling cost supply gratis good pens for its students. There are certain necessary expenses connected with the working of a school, and a good supply of pens should be accounted as a part of them. There can be no doubt that if teachers would look more closely into this most important question of material, there would be a decided improvement in the handwriting of our students. With good materials to write with, students

would naturally be shamed into writing their best.

Now for the teaching. It is a sweeping charge to make when it is stated that there are few teachers capable of giving thorough and systematic instruction in writing. But it can be substantiated. Our Training Colleges and Normal Schools look to the blackboard writing of the teacher as a necessary part of his training. And that is as it should be for, apart from the fact that the blackboard offers a most efficient means in general teaching, it is peculiarly adapted for teaching the art of writing. But those who know those institutions best, know how utterly incapable many young teachers are of writing decently on a blackboard. The Indian student on entering a training college is at a great disadvantage as compared with the student of an English training college. The latter, in most cases, has already passed through a rigorous apprenticeship as a pupil teacher, and already generally writes as well as need be. This incapacity of the Indian student would seem to be due, however, to that lack of practical ability which many attribute to the people of this country. But be that as it may, it is certain that many school teachers are not capable of writing well on a blackboard, and much less of teaching others how to write through the instrumentality of such writing. Hence many unskilled teachers fall back absolutely on Copy Books. Now copy books serve many admirable purposes, but they should not be entirely relied upon. They require constant supervision, for the simple reason that if a boy makes a false stroke on the first line, he invariably takes that stroke for his copy on the second line, the second line for his copy on the third line, and so on. Thus the false stroke is probably exaggerated the further down the page he proceeds, until at last the mistake has become mentally stereotyped and will require a great deal of unlearning before it is eradicated. This is what generally happens; for many teachers are content to follow the easy

practice of letting their pupil peacefully write the whole page before it is examined.

Any good book on method will tell the teacher how writing should be systematically taught by means of the blackboard. The limits of this paper will not permit of detailed information on this point. As regards the blackboard itself, it should be really a *blackboard*—not a board which has not been reblacked for ages. And its position should be to the right hand of the pupils so that its contents may be easily seen by the latter. Good chalk is essential, not the stuff which often passes muster for chalk and which ploughs up the board each time it is applied. The duster, too, should be a duster, not a dirty piece of shapeless rag which generally reposes on the floor, and from which it is taken up by the prehensile toes of the teacher. All these may seem small matters, but just as in the case of the materials used by the boys, they have their share in increasing the efficiency of the teacher as an instructor in the art of writing.

Opinion varies as to whether children should be made to adopt the perfectly perpendicular form of writing which has been introduced during the last few years. It is becoming daily more popular, and is rapidly being introduced into American schools. Its great legibility is its chief recommendation, it being the very antithesis of the slanting pointed writing which young ladies in England were taught a generation ago. In any case, the writing should be almost round and should deviate from the perpendicular only to a slight extent. The position of the pupils and the books should correspond. That is, the books should be parallel with the bench, and the body of the pupil should only be slightly inclined to the right. The pen should be pointing to the right shoulder.

So much for definite instruction in handwriting. If that instruction be thorough and systematic, much good will be effected. But it will not effect everything. There must be a general supervision

over the handwriting of the scholar in all lessons where writing is employed. How often does a teacher act as though his responsibility as regards the handwriting of his pupils is at an end with the finish of the writing lesson. The very next lesson may be a dictation lesson, and then the pupil may scribble to his heart's content so long as he spells correctly! Then, too, that abominable practice of endless note-taking, be it with pen or pencil, has much to answer for in this matter of bad handwriting in India. Often the notes are not understood and often they are scribbled down so as to be unintelligible to an outsider, and probably so to the writer himself after a few days. This note-taking is not teaching, and however justifiable it may be with university students, it certainly is not justifiable to the extent that it is practised among school boys. That the constant examinations, college and university, to which a student is subjected are a fruitful source of bad writing, will be admitted. But the subject need not be here discussed as examinations are a necessary adjunct, or an indispensable part of the nineteenth-century system of education.

To sum up. The bad handwriting of so many Indian students is to be attributed to bad materials of writing, inefficient or insufficient instruction, lack of general superintendence over the pupil's writing in all exercises, and lastly to the bad habit of continual note-taking practised by the youngest scholars.

THOMAS DENHAM.

A PLEA FOR THE STUDY OF GERMAN AND FRENCH.

In the last number of this *Review*, the German correspondent describes a movement that bids fair to alter the relative positions till recently occupied in Europe by the classical and the modern languages in the curriculum of studies. The movement is not without interest to us in India. Mr. Swamikaunu in the

lowing from the condescension referred to. One thing that has done the profession of teaching much harm is that many enter upon the work who are unfitted for it, and take it up as a stepping-stone to something else. To teachers of this kind the school-room is a place of torment, the pupils instruments of torture, and the only welcome sound is the signal for dismissing school. It may be laid down as an axiom that only the man or woman who enters the teaching profession with the intention of continuing in it, with a view to achieve success, and with sufficient strength of will to carry out this intention, makes the true teacher. The lecturer next proceeded to caution teachers, and especially young teachers, against certain gross errors into which they are apt to fall. The teacher, in the first place, ought to avoid sarcasm. Its use is unwise, unfair, and often productive of more harm than good. Its employment leads the teacher, almost unconsciously, to direct it against those who least merit it, and who, thus wounded, retain for years a silent, sullen, brooding resentment against him who has caused them humiliation, and the bond of sympathy, which is most desirable for the best results, is broken for ever. Secondly, the teacher is advised never to go unprepared before his class. This *unpreparedness* is an error more common to teachers than any other that they make. The teacher is next cautioned against frequent consultation of his watch or the clock during a lesson. To infuse enthusiasm into a class, the teacher must be greatly interested himself. In the fourth place, when writing for classes or when talking to them, the teacher should write in his best style and talk in his happiest vein. The most difficult audience in the world is a collection of brainy, bright, quick-thinking boys and girls. The pupil is quick to be interested, quick to be scornful when he is treated as a child; he is critical, slow to show mercy, and suspicious of any attempt upon the teacher's part to come down to his level. The teacher must hence avoid walking in the same path with him, but give him his hand and help him to a higher plane. In the next place, the teacher ought always to try to answer with patience and clearness, all legitimate questions, remembering that what is plain to him may be dark to his pupils. And lastly, the teacher should heroically strive to keep his temper, avoiding even righteous indignation, or rather the expression thereof. There is nothing, perhaps, in the whole cohort of dangers that will menace the career of a teacher as much as the temptation to be angry. The constant effort must be to draw the line between sternness—which is often necessary—and anger which is ever unfortunate.

The following description refers to the new occupation which Miss Lawrence recently introduced to members of the Froebel Society for adoption in Kindergarten work:—Miss Lawrence wishes to form a new occupation which shall precede the use of any of those we now have. It is to be a circular tablet obtained from the ball, or more directly from the cylinder. These tablets are to be made of wood, and coloured differently on each side. Exercises in

movement may first be given by dropping the tablets from a given height, also by spinning with one or two hands. Whilst the disc is in motion the spherical shape, &c., must be noticed. Exercises in blowing the discs should follow, these being particularly useful as gymnastic exercises for the breath, and for showing the influence of wind on matter. Much can be done to cultivate the early attention to the musical note produced by the spinning tablets. More advanced exercises should deal with various angles produced at the centre of the divided disc, with revolving discs and semi-discs, curves made by any special point on the circumference of these revolving discs, the absolute equality of all the curvilinear angles, with levers shown by the cut out diameter. These divided tablets should be a great help in the teaching of fractions.—(*Educational Review*, London.)

HERE is a reminiscence from *Realm* of the late Master of Balliol. Dr. Jowett was "an old Pauline, and on one occasion had his ears boxed by the captain of the school, one Osborne, for the offence, horrible dictu, of annexing tarts. As the years rolled on, however, young 'Benjamin' studied his 'Principia' (including the page which differentiated *metum* and *timor*) to such advantage that he succeeded Osborne in the captaincy. The hours sped; and it fell on a day that Osborne, by this time Headmaster of Rossall, had occasion to send his own captain up to Balliol, and by way of introduction he sent by him a verbal reminder of the old happy-tart-annexing days under the shadow of Paul's Cross. The youth chose for his moment of reminiscence an occasion when all Balliol was within hearing, and, as he told his tale, a deep silence fell upon them all, what time their master tasted his *Inferno*."

"THE play movement in Germany has attracted the attention of teachers. There was a time when German schools made no allowance for the desire of the children to amuse themselves, and there were prominent men connected with the school system who said that conditions of life were such in Germany that the time would never come when time would be allowed for play. This prophecy has proved false, for to-day the Germans are teaching the children through their games. When the nation concluded that it should change its methods of government, it appointed a committee to go to England where sport was popular, and to watch the games of the people and select those which should be adapted to Germany. As a result of the work of the committee more than 400 cities and towns of Germany have opened public play-grounds in which games are provided for people of all ages. There are sand heaps in which the little children shovelled, and grounds marked out for ball for the older boys, and quieter games for the girls."

SIGNOR MARINI, in the *Antologia Nuova*, gives some tables respecting University education in the diverse

states of Europe in the year 1882-93. According to his figures Italy is the most richly endowed with Universities of any, having one *alma mater* for every 1,486,114 inhabitants. Then come Sweden and Norway, with one for every 1,750,000 inhabitants. Spain is the third most highly educated nation in Europe, having one University for every 1,756,563 inhabitants. Germany and France are on a far lower educational level, having respectively one University for 2,471,423 and for 2,556,183 inhabitants. England is still less advanced, with only one University for the education of a population of more than four millions. On this the *University Correspondent*, to which we are indebted for the above figures, remarks as follows. "So that, according to these figures, Spain, in the matter of higher education, is far ahead of Germany, France, and England. The elements of size of each University, and the standard of education in it, must be established, ere any judgment can be formed. No information is forthcoming as to the latter, whilst the former, though it really amounts to the counting of heads, brings Italy much below England in the proportion of its University trained inhabitants. In England there is one in every 1,512, and in Italy one in every 1,756. Hungary has one in every 3,109. The size of the University makes a difference already, and if the quality of the teaching be compared, the difference might be bigger still. But will anybody pretend that the intellectual level of a nation can be measured by its Universities?"

WHEN the late Dr. Jowett was made a member of the Oxford University governing body, there was much curiosity as to whether he would sign the Thirty-nine Articles. When the time came he was asked tentatively, by one of the members, if he would have any objection to sign his name. The only answer received was dead silence, which they all understood to be a polite refusal. After a long pause the question was repeated, and, in his small voice, the Master answered: "Yes—if you will give me a pen."

THE Warden of Glenalmond in a recent speech at Bath said:—

"In reading a book for an examination and with an eye for strange words, and hard words, and words that won't parse, and lines that won't scan, and chiasmuses, and anacolutha, and so on, you still read the book, which otherwise you might not have done; you dig your field for the treasure, and, without meaning it, you fertilize the soil by the digging. And yet again, though your study, to please examiners, of parts of speech, and constructions, and figures, and rhythmical laws and varieties, is not a study of the beauty of literature, it yet may minister to the perception of that beauty. The artist who becomes geologist tells you that, though the learning about schist and trachite, and upheavals, and contortions, and denudations, distracts his mind for the moment from the beauty of the visible landscape,

it ends by interpreting that beauty to him; the landscape is lovelier to him because he knows why the valleys so curve themselves and the hills couch, and I take it that in the same way when you have studied, with a view to doing credit to your neighbourhood before the University Board, the homely laws of metre and rhythm and assonance, of accident and syntax, which mould the orator's period or 'build the lofty line' for the poet, you will be able to detect a music in such words as

The multitudinous seas incarnadine,

or

After life's fitful fever he sleeps well,

which had escaped your ear and your soul hitherto."

FROM the *University Correspondent*:—"The drawbacks of having a large correspondence are manifold, says a writer in the *Globe*. If the recipient is of a conscientious turn, he is bound to devote a great deal of unremunerative labour to the task of answering or acknowledging unimportant, irrelevant, or begging letters. The method of allowing letters to answer themselves is very attractive to certain temperaments, but is sometimes attended by disastrous results. Anyhow it is impracticable for the average individual, who must either answer his letters or get some one else to answer them for him. The latter alternative, again, is not always satisfactory, witness the curious story which is told about the filling up of a recent University professorship. The newly-elected holder of the post employs a secretary, who, as part of his duties, opens all the letters received, and is instructed to consign to the waste-paper basket all communications of the nature of advertisements.

NOW, it seems that the letter containing the Premier's offer of the Professorship wore such a shabby aspect that the secretary never for one moment imagined that its contents were of a non-commercial character, and accordingly pitched it into the basket. As no answer was received, the authorities repeated their invitation a couple of weeks later. This time the document was apparently of a more imposing and convincing character, for it was duly opened and read. A search was then made, and the original letter was ultimately found in a nest of wine merchants' circulars and company prospectuses. And this, we are told, is one of the reasons why the vacancy took such a long time in being filled up.

AT Oxford the Proctor's chief attendant is called Marshal. A supercilious, would-be witty young barrister had to examine one of these functionaries. He began: "You are the Proctor's bull-dog. I think." "I am the Proctor's Marshal, sir." "Oh, no! you're the bull-dog: I shall call you bull-dog." "As you please, sir," was the calm reply; "all the cads in the town call me so."

assimilated the best of the literatures of England and Germany and France will have formed in his mind such ideals of prose and poetic styles that it may task his best powers to realize in his mother-tongue. If they on whom the cultivation of our vernacular literature depends, if these can work out a vernacular style approaching the best French prose style and a vehicle of poetic thought approaching, I will not say Shakspeare's and Goethe's, but Wordsworth's at his best and Schiller's, if they accomplish this feat, they are welcome to sing 'Nunc dimittis.'

AM I asking too much of our young men in wishing them to study these languages? I am not. I am of the opinion which the late Mr. Grigg held* that the strain of language-study on our young men has been overrated. It will also be remembered that I am addressing serious students, students who, if they have not taken all knowledge to be their portion,† have taken some branch of knowledge to be their own. For such young men no linguistic equipment less than that mentioned above will serve.

We want, do we not, equal privileges with Englishmen? The privileges are in the gift of a Government that with the best of intentions hesitates giving us what we ask for lest it may not turn out to the advantage of all. Let us show by the work we do that we deserve the gift. In the nature of things it will then be impossible to withhold it from us any longer. Whatever lets and hindrances there may be to our progress in these directions there can be none to our attaining the highest culture possible even according to a European standard. Let us all seek culture and ensue

* See his Convocation Address.

† An easy thing to do for a genius like Bacon in his time, but an impossible feat even for him now.

it, a culture of the broadest and the soundest sort, a culture which will extort respect from our most jealous critics, a culture which will not ill become the descendants of those sages and philosophers whose works are now getting recognized in Europe to be among the most precious treasures of human spirit. The desired culture, a luxury perhaps to all, is an indispensable thing, a necessity for us teachers. The policy of the Government has been to withdraw from higher education and to leave it to be carried on by indigenous or missionary agencies. These have to employ necessarily more and more of 'natives.' It behoves all of us natives to make ourselves more than equal to the task that may be entrusted to us.

The complaint has been that the best talents are not drawn to the teaching profession in this country. It is so everywhere. Do the most promising young men with any ambition in them betake themselves in England to teaching as willingly as to law or politics? Were Gladstone and Salisbury, Balfour and Harcourt charmed with the professor's chair or ambitious to wield the ferule? The truth is there is a glamour about the professions of law and politics which acts irresistibly on young minds. Again, the labourer feels that he is worthy of the biggest hire he can get. Ambition and wealth are very powerful motives, and the most promising young men naturally obey these motives. But it would be a bad day for human nature when these solely guide the choice of professions. Necessity drives able young men to the teaching profession as that requiring the least output of capital. First entering by necessity they may remain there by choice appreciating the advantages such as they are in the profession. Others there are who feel called to it as to an

apostolic function, and they labour night and day to fulfil to the best of their powers the sacred duty entrusted to them. These are the salt of the profession and they form, whether in England or in India, a minority. The rest of the profession may not be able, may not feel the apostolic nature of the calling and may have taken themselves to it as to any trade.

The first two classes heed no exhortation to broad and sound culture. Ambition is a sufficient spur to the first. Duty leads by silken reins the second class to attain culture. Sure oats and plenty—as far as they can be had in the line they have chosen—may form perhaps a sufficient temptation for the third.

AKBAR, A MADRAS GRADUATE.

SOME POINTS OF ENGLISH GRAMMAR.

Take the following Sentences. (1) "I can understand the reason of his failure." (2) Most of Scott's novels are interesting. (3) She stayed an hour. In the Analysis of these and similar Sentences—Simple sentences, that is—I believe all are agreed. But make the three Sentences given above Complex—as may easily be done by substituting clauses (I follow Mason's nomenclature to ascertain which there is not the least necessity for trying to get his first edition "published by Walton and Maberly as early as 1858" nor even his "sixteenth edition published in 1871"! for the words or phrases italicised—and forthwith the majority of grammarians and teachers bid good-bye to common sense and grammar. The first sentence is correctly analysed as follows: Subject, 'I.' Predicate, 'can understand.' Object, 'The reason of his failure.' Render now the sentence complex by rewriting it: "I can understand why he failed." The verb "understand" is as much transitive in the complex as it was in the simple sentence and yet this important point is ignored or at least obscured in the mode of analysing that seems most in vogue. We shall be told that "I can understand" is the "Principal sentence" and is to be analysed thus: Subject, 'I.' Predicate, 'can understand.' Object, nil. Extension of Predicate, nil. Then we shall be told that "why he failed" is a "Noun Sentence to the Principal Sentence" and is to be analysed thus: Subject, 'he.' Predicate, 'failed.' Object, nil. Extension of Predicate, 'why.' There are several very obvious criticisms to be passed on this extremely unsatisfactory method of analysis. In the first place "I can understand" is not a "Sentence"—much less, a principal sentence. In "I can understand him" no one would dream of calling "I can understand" a 'sentence'; why should the absurdity be perpetrated in the other case? Where a transitive verb is in question we get no sentence unless the Object is expressed along with the Subject and the Predicate. It follows in the next place that it is a gross blunder to say that "can understand" has no object (for this is what leaving blank the "Object" column in the usual tabular scheme of analysis virtually amounts to) merely because that object happens to be a clause and not a word or a phrase. Then again to say that a sentence is a "noun sentence to some other sentence" is simply meaningless. "Who ever talks of a noun being 'a noun to a sentence'?" A noun has some definite function to fulfil in a sentence. It is a subject or an object, or in apposition to another noun, or governed by a preposition. A Substantive Clause (or noun sentence) has exactly the same function as a noun, and any system of Analysis which ignores this, and shirks the trouble of explaining what that function is, is faulty and misleading. Moreover [the faulty system of analysing exhibited above] leads beginners to suppose that a subordinate sentence is something which is tacked on to something else which is complete in itself." (Mason.) Lastly, observe the self-contradiction frequently involved in the common method of analysis. When analysing the so-called "Principal Sen-

tence" we are virtually told that there is no object; and yet in the very next breath we are virtually told that "why he failed" is a "noun sentence" because it is the object after 'can understand'! The only correct method of analysing the complex sentence now under discussion is as follows. "I can understand why he failed" is a complete complex sentence: Subject, 'I.' Predicate, 'can understand.' Object, 'why he failed.' Next: "why he failed" is a simple noun clause, object of 'can understand.' Subject, 'he.' Predicate, 'failed.' Extension of Predicate, 'why.'

Consider now Sentence (2) above. All will analyse this: Subject, 'Most of Scott's novels.' Predicate, 'are interesting.' But make the sentence complex by writing it thus: "Most of the novels that Scott wrote are interesting," and many will thereupon assert that "Most of the novels are interesting" is the "Principal Sentence." Why the single-word adjunct ('Scott's') should be included under the Subject in the one case, and the clause-adjunct ("that Scott wrote") should be excluded from the Subject in the other case is one of those things that no man can understand. There is absolutely no earthly reason whatever for the exclusion in the latter case. Besides it will strike the intelligent reader at once that "Most of the novels" and "Most of the novels that Scott wrote" are two very different phrases. The correct analysis of the second complex sentence is as follows. "Most of the novels that Scott wrote are interesting" is a complete complex sentence: Subject, 'Most of the novels that Scott wrote.' Predicate, 'are interesting.' Again: "that Scott wrote" is a simple adjective clause qualifying 'novels.' Subject, 'Scott.' Predicate, 'wrote.' Object, 'that.'

Lastly, consider Sentence (3) above. Subject, 'she.' Predicate, 'stayed.' Extension of Predicate, 'an hour.' Take the complex sentence "She stayed till I returned." Here the whole given sentence is a complete complex sentence: Subject, 'She.' Predicate, 'stayed.' Extension of Predi-

cate, 'till I returned.' Next: 'till I returned' is a simple adverbial clause modifying 'stayed': Subject, 'I.' Predicate, 'returned.'

Some of my readers who have followed me thus far will not understand why I use the word 'complete' before complex sentence in the above analyses. The following example will make this clear. "I do not wish that he should know that I have lost the book which he gave me when he saw me last." The whole is a complete complex sentence. Subject, 'I.' Predicate, 'do wish.' Object, 'that he should.....last.' Extension of Predicate, 'not.' Analysis consisting in a breaking up into the elements of which a thing is composed, it is at once evident that our analysis is not yet completed, for there is a complex clause 'that he should.....last' remaining to be analysed. This clause we next attack. "That he should.....last" is a Subordinate (incomplete) complex noun clause, object of 'do wish.' Subject, 'he.' Predicate, 'should know.' Object, 'that I have lost.....last.' Next we have "that I have lost.....last"—a subordinate complex noun clause, object of 'should know.' Subject, 'I.' Predicate, 'have lost.' Object, 'the book which.....last.' Next we have 'which he gave.....last'—a subordinate complex adjectival clause, qualifying 'book.' Subject, 'he.' Predicate, 'gave.' Object, 'which.' Extension of Predicate, (1) 'me;' (2) 'when he saw me last.' Lastly, we have "when he saw me last"—a simple adverbial clause modifying 'gave.' Subject, 'he.' Predicate, 'saw.' Object, 'me.' Extension of Predicate, (1) 'when;' (2) 'last.' A simple clause has been reached and the work of analysis is done.

It will be seen in the above analyses indicated by me that every subordinate clause has its function in the complete sentence carefully indicated and that there is nothing of the delightfully vague and extremely objectionable practice of stating that a clause is a noun sentence, adjective sentence, or adverbial sentence, as the case may be, to some other sentence. Consider "The boy who

stole the shilling met the policeman' and "The boy met the policeman who stole the shilling." In each of these cases the common analysis will tell us that "who stole the shilling" is an *adjective sentence* to the "Principal" sentence "The boy met the policeman!"

An excellent exercise on analysis is the following sentence. "This is the priest all shaven and shorn [A that married the man all tattered and torn, [B that kissed the maiden all forlorn, [C that milked the cow with the crumpled horn [D that tossed the dog [E that worried the cat [F that killed the rat [G that ate the malt [H that lay in the house [I that Jack built I] H] G] F] E] D] C] B] A]." Here there are ten steps in the analysis. The *whole* sentence as it stands is a *complete* complex sentence. Then sentences A, B, C, D, E, F, G, H are incomplete subordinate *complex* sentences of gradually diminishing complexity. Lastly we arrive at the *simple* sentence I, and our task is ended.*

Before taking leave of the Analysis of sentences I wish to touch upon one or two minor points involved. First must be noticed the abolition of Morell's fraud—"Principal Sentence." Any given *complete* sentence is the "Principal sentence" with regard to itself, so that there is nothing gained by retaining the term. There is always of course—in any given complete complex sentence—a "Principal" *subject* and a "Principal" *Predicate* on which the whole sentence depends. Any further use of the word "Principal" will involve inaccuracy and beget confusion. Secondly, there is the treatment of quotations. A quotation is not a *dependent* clause (Mason, § 407). "He said 'I am tired'" is a *simple* sentence—not a *complex* sentence. The number of finite verbs in the quotation has nothing to do with the question of the *whole* sentence being *simple* or

* Those who wish to work systematically through the Analysis of Sentences are recommended to get Mason's *Practice and Help in the Analysis of Sentences*—a two-shilling book, published by George Bell and Sons: London, Cambridge, New York and Bombay.

complex. Of course the quotation itself may be a simple, complex or compound sentence and will therefore itself require analysis. Thirdly, there is the place of *conjunctions* and *relative adverbs* to be considered. A *conjunction* should not be placed—whether in parenthesis or not—any where in any of the four columns of the usual tabular scheme. If any one is feverishly or scrupulously anxious to put in the conjunction somewhere so that the terrible Examiner may see that the Examinee knows his analysis of sentences thoroughly let a *fifth* column be provided expressly for the purpose and headed "Connective" or "Introductory conjunction." This column may come between those set apart for noting "Kind of Sentence" and "Subject" respectively. A *Relative Adverb* is much more than a mere *conjunction* (Mason, §§ 262—3) and therefore rightly finds its place in the "Extension of Predicate" column. Fourthly, I would once again remind my readers that they must deal *honestly* with sentences given for analysis. When sentence A is given for analysis it must not be first paraphrased into sentence B and an analysis of B must not then be palmed off as an analysis of A. Take the sentence "Speak one word more and I close the book." How many teachers are there who will not calmly call this a *complex* sentence and coolly proceed to analyse *another sentence altogether*, though of equivalent meaning? They will assert that "Speak one word more and I close the book" is *equal* to "If you speak one word more, I shall close the book;" and so it is—"equal" in *meaning*, but not in *construction*. "I am older than Rama" is *equal*—i. e., *identically* equal (to borrow mathematical phraseology)—to "I am older than Rama [is old]," where *every word of the original is retained in its original order with respect to the other words of the sentence* and nothing more is done than to fill up an ellipsis. But in the other case we have a *different structure* altogether in the equivalent sentence. There is no "if" in the original

address he delivered on the Jubilee celebration of St. Joseph's College, Trichinopoly, advocated the study of the classical languages and for this among other reasons. In the vernacular literature of India there is not that perfection of form which is realized in such classics as Virgil and Horace, Sophocles and Plato. Myself not a classical man, I may be talking without the book in the selection of the authors. But what Mr. Swamikannu meant is clear. It may be permitted to suggest that it looks a little retrograde that we in India should be asked to assign to the classical languages a position which is being grudged them in Europe.

Perfection of form is a good thing, but we have to consider the price we may have to pay for attaining it. As human powers are limited, a study of the classical languages means necessarily keeping out some other study. Language-study is simply a means to an end. There is nothing intrinsically beautiful or elevating to the human spirit to know that *aqua*, *hydor*, *eau*, *wasser*, *water* all convey the same idea. The existence of so many words for one idea retards obviously the progress of knowledge. It will be a grand day for the world of intellect when the dream of Dr. Wilkins or of Jacob Grimm, of one language (philosophical or English) spoken everywhere, is realized.

But to return to the world—a veritable Babel as it is, we have to consider what language is of most worth to learn. The worth of a language is to be determined by the worth of the literature that is enshrined in it. Except to philologists and to professors of *Alterthumwissenschaft*, no test but that of the worth of the thoughts embodied in the language will be acceptable. It is by such a test we have to consider what languages may be studied by us with advantage. To avoid

any misconceptions it may be said once for all that a knowledge of English and one vernacular language is an indispensable outfit for all of us. I believe it is in addition to these languages that Mr. Swamikannu proposed the study of the classical languages. Any other view would be too preposterous to entertain. And it is in addition to these languages that I want to propose the study of German and French. Plainly such a proposal is adapted only for those who pursue their studies seriously after their school studies are over. There are many, (more than the supercilious European who mixes little with them is apt to suppose), who continue earnest students after leaving school or college, though they are not as many as we may wish for. It is to these earnest students my remarks are addressed.

Whatever be the branch of knowledge seriously pursued, the student will find that his progress is seriously impeded by his ignorance of German and French. It may be said that all the books worth reading in those languages are translated into English and it will be a sheer waste of energy to learn the languages for reading such books in the original. According to a competent authority the books that find favour with the public in England are works of fiction and books about religion. It is these books that are soonest translated, because there is a public in England to appreciate them. But as there is not the same demand for books of a more serious character, there are no translations made of them. According to the same authority it is quite otherwise in France. Standard German books on various subjects have translations made of them as there is a reading public eager for books of that character. This is the complaint made by Mr. Matthew Arnold

in his Report on the Continental schools.* I dare say things have since then improved in England. Still his remarks are true now in the main as they were thirty years ago.

What Huxley says about German though quoted by the German correspondent will bear repetition:—"The man who is investigating any question profoundly and thoroughly, be it historical, philosophical, philological, physical, literary or theological; who is trying to make himself master of any abstract subject is now-a-days compelled to read half a dozen times as many German books as English books." Granting that we have translations of all books worth knowing in the language, they cannot compare with the French translations of the same books. To quote again Matthew Arnold: "Think of the difference between our books of reference and those of the French, between our biographical dictionaries (to take a striking instance) and theirs; think of the difference between the translations of the classics turned out for Mr. Bohn's Library and those turned out for M. Nisard's Collection! As a general rule, hardly any one amongst us, who knows French and German well, would use an English book of reference when he could get a French or German one."

There are authorities nearer home to make us realize the importance of these languages. Professor Bhandarkar is a student of German as is plain from a paper he contributed to a German Review. Though the paper was in English his proficiency in the language could be made out easily enough. Dr. Henderson remarked the other day, in his lecture at the Presidency College, Madras, on the importance of these languages to a student of

* (Vol. VI. General Report of Assistant Commissioners, France.)

Biology. The late Sir T. Muthusawmi Aiyar showed practically by his own studies the importance of a knowledge of German to a jurist. There are eminent mathematicians among us who have betaken themselves to the study of French for pursuing the study of the higher branches of their favourite subject. These facts suffice to show the utility of learning these languages.

The student of literature needs not many words to be persuaded to begin the study of these languages. Goethe and Victor Hugo, Heine and Sainte-Beuve are names to conjure him with. To the man of science a translation is as good as the original. But to the student of literature the original is everything. There have been translations of the Iliad from Chapman's time to the present time of Messrs. Lang, Leaf and Myers. The man that has read all these translations will still have to envy a Grecian his ability to appreciate the poem in the original. The student of science will have no misgivings as to the choice between the classical and the modern languages—German and French. The student of literature will have a greater difficulty. He may be forgiven if he hesitates thinking longingly of Thucydides and Tacitus, of Sophocles and Virgil. But the thought of the limitation of human powers and the usefulness of modern languages in other respects will make him decide in their favour.

Is the loss to the human spirit from the ignorance of the classical languages irremediable? Though not at first hand, the spirit of the classical writers may be seized from the study of works in the modern languages of writers who have had a classical training. Considering the cost we have to pay for it, we may be content with the lower level of perfection thus attainable. Any one that has

sentence: there is an "if" in the equivalent sentence. There is the very important "and" in the original sentence—altogether left out in the equivalent jugglingly substituted. If there is anything that is quite clear about "Speak one word more and I close the book" it is, that it is not a complex sentence—Meiklejohn and Morris and Bowen notwithstanding. As well may it be said that "Is any afflicted? Let him pray" is a complex sentence because forsooth it is 'equal' to "If any one is afflicted, let him pray;" or that "Rama and Krishna ran out" is a compound sentence because it is 'equal' to "Rama ran [singular] out and Krishna ran [singular] out!"

The next "Point of Grammar" I wish to turn the attention of my readers to is the treatment of the word *what* when it is a Relative Pronoun. The favourite method of parsing this unfortunate word is *not to parse it at all!* The two words "*that which*" are conjured into the place of "*what*" and the parsing of *those* words is freely given—and taken—as the parsing of "*what*," for which the portentous name "Compound Relative" has been devised. Now there are many objections to this mode of treatment. In the first place "*what*" is not a compound word at all and—if a foot-note of Mason's may be trusted—this name has deluded some luckless learners into the notion that by applying the processes of Aphesis, Apocope and Metathesis, to the words "*that which*," we get the Compound Relative "*what*." In the next place, those who call "*what*" a Compound Relative because they make it contain its own antecedent should in all consistency parse "*man*" as a Compound antecedent in "That is the *man* I spoke of," on the ground that "*man*" here contains its own relative. (This argument of Mason's is not refuted by the statement that we can also say "That is the *man* whom I spoke of" and that we therefore know that "*whom*" is understood; for there are cases—Bain himself who has been servilely followed here being witness—where the antecedent of

"*what*" is expressed.) To me the *reductio ad absurdum* of this method of regarding "*what*" is to be found in Professor Meiklejohn's Grammar, where it is stated that "*what*" may at various times be equivalent to *two Nominatives*, or to *two Objectives*, or to a *Nominative followed by an Objective*, or to an *Objective followed by a Nominative!* Truly, a very marvel of a word! The truth of the matter is that "*what*" is a Relative—a Simple Relative—Pronoun, whose antecedent is almost invariably suppressed.* As Mason says, "in the older writers we find *all what, that what, &c.*" [Cp. Morris, *English Accidence*, §§ 203, 4, where there is a quotation from Lord Chesterfield and "every school boy knows" that he lived not so very long ago.] In modern English we have got into the habit of dropping the antecedent. So nobody now dreams of saying or writing "*Rama is taller than Krishna is tall*"—the italicised words being only inserted when we parse or analyse. In certain inverted forms, however, the antecedent of "*what*"—usually omitted—may be expressed: "*what* he bids, *that* thou shalt do." What becomes of the "Compound Relative" theory in sentences of this kind? [See Bain, § 21, p. 38, Ed. 1879.]

N'IMPORTE.

FEMALE EDUCATION IN INDIA.

Under the Moghul Emperors, the unsettled condition of a great part of India retarded the progress of education in general. In places which were under the direct rule of the Mahomedans, the chastity of Hindu women, which they regard as dearer than life itself, was in danger of being violated; and consequently to escape the lust of the Mahomedan soldiery, they were not allowed to move about freely in public, and hence arose the Ghosha or Purdah system, which has led to the ignorance

* I am glad to see that in three or four recent Grammars this sensible view is maintained.

and physical deterioration of the women of a considerable part of India. At that time female education was possible and attempted only in the palaces of kings and wealthy noblemen. Native embroidery, which gives a very agreeable and useful occupation to our ladies during their leisure hours, and which is highly appreciated by Europeans, was, I believe, introduced into India by the Mahomedans.

Under our British rulers a new era commenced in the history of education in India. The Christian Missionaries were the pioneers in the cause of both male and female education in several parts of the country. At first, schools were started by them for the education of the daughters of Christian converts, and afterwards these were thrown open to other girls also. About forty years ago the British Government recognising that it was its duty to afford facilities for the education of all classes of the people, organised a department of public instruction and established schools in all parts of the country. The schools for girls were opened long after the schools for boys. Though the efforts of the Missionaries and the Government in the cause of male education were crowned with conspicuous success, their labours in the cause of female education were not only unsuccessful, but were on the other hand instrumental in creating in the Hindu mind a prejudice against female education itself, so much so that later on when girls' schools were started by patriotic native gentlemen and Associations, respectable Hindu parents were unwilling to send their girls even to these institutions.

When the Education Commission was appointed by the Government of India in 1882 to enquire into the working and results of the policy that had been followed during more than a quarter of a century, the Commissioners

were requested to take under their special consideration the important and difficult subject of female education. After careful enquiry they came to the conclusion that there were chiefly four causes for the slow progress that female education had made. In their own words these are:—

1. "The effective desire for education as a means of earning a livelihood does not exist as regards the female part of the population."

2. "The social customs of India in regard to child-marriage, and the seclusion in which women of the well-to-do classes spend their married life in most parts of the country, create difficulties, which embarrass the promoters of female education at every step. The duration of the school-going age for girls is much shorter than that for boys. It usually terminates at nine, and seldom extends beyond the eleventh year. At so early an age a girl's education is scarcely begun; and in very few cases has the married child the opportunity of going on with her education after she leaves school."

3. "The supply of teachers for girls' schools is more scanty in quantity, and less satisfactory in quality, than the supply of teachers for boys' schools."

4. "The State system of instruction is conducted in a large measure by a male staff; and although female teachers are being trained, in very inadequate numbers, the direction and inspection remain in the hands of male officers, while the text-books are, as a rule, framed with a view to the education of boys rather than of girls."

These are only some of the obstacles to the spread of female education. There are several others as important, but not as publicly known and discussed, as these. In some place in the report of the Education Commission casual

needle-work or embroidery. By the way, I may remark that the girls learnt a little counting and addition and subtraction through these games; most Hindu girls would learn music and needle-work in the way mentioned here. After 5 p. m. the elderly women, widows especially, would go to the nearest temple, and after being present at the evening worship of the temple god, would return home at about 7 p. m. It may be remarked here that on festive and sacred days, and on Fridays the children and the grown-up girls would also accompany the women to the temple. On other days the girls and the children would be engaged in such games as "Hide and Seek," "Blind man's Buff," &c. At about 7 p. m. the children would be given their supper and put to bed. Then one of the women would bathe or simply change her dress and begin the preparation of supper; and the girls would be engaged in learning prayers and songs or in listening to the narration of legends and stories. After the evening worship of the family-deity was over, the male members would sup first, and then the women. And thus at about 9 p. m. the women and grown-up girls would have finished their day's work, and then they would retire to their hard-earned rest.

This description of a Mahratta household in Southern India may not apply to other Hindu households in every detail. But this much is certain that in almost all Hindu households, except in those of the wealthy, the performance of the daily domestic duties took up a very large portion of their time from sunrise to about 9 p. m., and thus left the women and the grown-up girls very little leisure, at the most two or three hours, for study, recreation, and learning the accomplishments

of music and needle-work. This was the sort of training given to every Hindu girl, which made the Hindu homes happy, by producing model wives and model mothers according to the Hindu standard.

S. MALHARI RAO.

(To be continued.)

A RECONSIDERATION OF "JULIUS CÆSAR," I. i. 312—326.

The July issue of the *Educational Review* contains some highly interesting, but unconvincing, and even, as it seems to me, misleading remarks by Mr. Hunter on a crux in the above-mentioned passage, which I hope you will permit me to quote.

Exit Brutus; Cassius soliloquises:—

Well, Brutus, thou art noble; yet, I see,
Thy honourable metal may be wrought
From that it is disposed: therefore it is meet
That noble minds keep ever with their likes;
For who so firm that cannot be seduced?
Cæsar doth bear me hard; but he loves Brutus:
If I were Brutus now and he were Cassius,
He should not humour me. I will this night,
In several hands, in at his windows throw,
As if they came from several citizens,
Writings all tending to the great opinion
That Rome holds of his name; wherein obscurely

Cæsar's ambition shall be glanced at:
And after this let Cæsar seat him sure;
For we will shake him, or worse days endure.

The correct interpretation of the words in italics turns upon the assignment of the 'he' to its proper antecedent noun, which again turns upon the character of Cassius. From a strict grammatical point of view 'he' should refer to the nearest antecedent noun, Brutus, and that it in fact does so I hope to be able to show. Mr. Hunter is quite positive that the 'he' refers to Cæsar in line 317. His words are, "beyond all possible doubt." If we do not refer the 'he' to Cæsar

"we convict Cassius out of his own mouth of a conscious depravity of character which Shakespeare never intended or could have intended." Any other interpretation of the passage than the one Mr. Hunter supports is in his opinion "sheer nonsense." Now I am sorry for this, as I feel constrained to hold an opposite opinion and my friend Mr. Hunter will probably "write me down an ass." I see, from a grammatical point of view, considerable objections to referring 'he' to Cæsar, but these I shall pass over lightly. The passage as printed in your July issue is very badly punctuated and the sense thereby, it seems to me, obscured for the ordinary reader. I have given the passage as it is to be found in the Globe Edition of Shakespeare, and I request your readers to consider *the whole of it*. Mr. Hunter stops at line 319, 'he should not humour me.' If the 'he' in lines 318 and 319 refers to Cæsar, then the 'his' in line 320 refers to Cæsar, *quod est absurdum*. If the 'his' in line 320 does not refer to Cæsar but to Brutus which Mr. Hunter will, I am sure, allow to be the case, then the 'he' to which the 'his' refers must also be Brutus, which Mr. Hunter will not allow. This lands us in a terrible confusion of pronouns, and all to bolster up the character of Cassius.

The character of Cassius is a difficult one to interpret correctly.

My view is that he was the incarnation of selfishness and would sacrifice his best friend to gain his private and political ends. He was of a vaulting ambition and saw clearly that he could only rise to power by the death of Cæsar. Like many modern politicians he had plenty of good words on his tongue about freedom, but his envy and hatred of Cæsar he cannot restrain the expression of. These were the unworthy motives, so far as he was personally concerned, that urged him on. I grant him brave, far-seeing, tactful, but I cannot grant him a man of honest and patriotic purpose, nor do I hold with Mr. Hunter that he was "only conscious of the nobler side of his character and aspirations." He read Antony's character well

and Cæsar and Antony read his. Speaking of Brutus, Antony says:—

"This was the noblest Roman of them all:
All the conspirators save only he
Did what they did in envy of great Cæsar."

Brutus was himself too noble to distrust his friend and "brother." He was not one who 'looked quite through the deeds of men' as Cassius did. Cassius on the other hand was always on the look-out for signs and tokens. He distrusted other men. Brutus was of an introspective disposition. Cassius, in the main, the reverse. To me it seems that Cassius while posing as a patriot and deceiving his bosom friend Brutus,—the unsuspecting man,—was *no self-deceiver*. In his soliloquy, after Brutus makes his exit in the passage quoted at the beginning of this note, *he speaks the truth to himself*: and this is the point on which Mr. Hunter and I differ entirely. No one, surely, will deny that from the beginning of Scene II. Cassius, whenever he is alone with Brutus, does his best to draw him into the conspiracy, to 'seduce' him into joining the plot. Finally at the end of the scene on the departure of Brutus he is satisfied with his efforts to gain over Brutus to the side of the conspirators, and what he says may be thus paraphrased, if I am right in my interpretation of the character of Cassius.

"Well, Brutus, as we all know, thou art of a noble disposition, but now I see that even thy honourable spirit may be so wrought upon as to be enticed away from the right. Men of noble minds should only consort with those who are truly like-minded, lest they fall. There are none so firm in their honour that, if we can hit upon the right motive, we may not seduce them from the paths of honour. (In other words "Every man has his price"—a truly Cassian sentiment—the corollary being that 'noble minds, &c.'). Cæsar hates me; he loves Brutus (as Brutus loves him): if our places were changed and Brutus had tried to work upon me as I have worked upon him, turning him against Cæsar, he

should not have successfully tampered with me, as I think I have done with him. I must, however, make the matter still surer. I will this very night, in several disguised hands, as if they came from different citizens, cause letters to be thrown in at his (Brutus's) windows, &c.

At the end of Act I, Scene III, lines 140—144 we read how Cassius drives the nail home:—

Cinna. O Cassius, if you could

But win the noble Brutus to our party.

Cas. Be you content: good Cinna, take this paper. And look you lay it in the prætor's chair, Where Brutus may but find it; and throw in at his window, &c. [this

I do not think that there is anything in the speech of Cassius, interpreting it in any way, that is of the nature of 'gloating over' the weakness of Brutus's disposition. Rather to me it seems that he laments that even such a noble mind as that of Brutus should have yielded to temptation. Change their places and he, Cassius, would not have yielded. We must remember that Brutus, noble-minded as he was on all hands allowed to be, did not follow Cassius blindly into the conspiracy. He says in this same Scene, line 163 *et seq.*:—

"What you would work me to, I have some aim: How I have thought of this and of these times, I shall recount hereafter; for this present, I would not, so with love I might entreat you, Be any further moved. What you have said I will consider; what you have to say I will with patience hear, and find a time Both meet to hear and answer such high things. Till then, my noble friend, chew upon this: Brutus had rather be a villager Than to repute himself a son of Rome, Under these hard conditions as this time Is like to lay upon us."

Upon which Cassius remarks:—

I am glad that my weak words
Have struck but thus much show of fire
from Brutus.

So much for my own views on this difficult point. I concede its difficulty as it seems to puzzle most modern annotators. Thus Bishop Wordsworth in his admirable edition of *Shakespeare's Historical Plays* thinks the 'he' refers to Cæsar. In a supplementary note he says,— "The interpretation I have given in the margin is that of Johnson, and is, upon the whole, I think, the more probable. Warburton refers the "he" not to Cæsar but to Brutus; "he should not play upon my fancies or caprices as I do upon his;" and this is preferred by Mr. A. Wright, and apparently in 'Sh. Key,' p. 559. It is supported by what follows, and by what Cassius has said at the beginning of his speech; but the passages of Plutarch, indicated in the margin, would seem to have been in Shakespeare's mind, and lead the other way."

Mr. A. D. Innes in his edition of 'Julius Cæsar' in the *Warwick Shakespeare* (Blackie and Sons) has the following note, 'dividing the swift mind this way and that,'—

"He, Cæsar: or possibly Cassius is sneering at Brutus for being led so easily by his own rhetoric, in which case 'he' would mean Brutus. But this does not seem to agree with the very strong affection he obviously had for Brutus. Yet considering the careful skill with which he employs conscious flattery to effect his purpose, it is not impossible."

Having given Mr. Hunter the benefit of two quotations from editions on his side, but not referred to by himself, I may perhaps quote two or three of the most modern of English critics who may be regarded as adopting the other view of this debateable point.

Moulton in his *Shakespeare as a Dramatic Artist*, p. 182, says:—

"He (Cassius) has become a professional politician. Politics is to him a game; and men are counters to be used; Cassius finds satisfaction in discovering that even Brutus' 'honourable metal' may be wrought from that it is disposed.' He has the politician's low view of human nature; while Brutus talks of principles Cassius interposes appeals to interest: he says to Antony,—

"Your voice shall be as strong as any man's
In the disposing of new dignities."

His party spirit is, as usual, unscrupulous; he seeks to work upon his friend's unsuspecting nobility by concocted letters thrown in at his windows."

Ransome,—*Short Studies of Shakespeare's Plots*, p. 48, is even more to the point:—

"He (Cassius) sees that Antony is noble, but that though noble he has a weak point. His device is to play upon Brutus's pride of ancestry. Brutus could understand and defeat argument from a man of his own stamp, but he is powerless against the wiles of a Cassius. This Cassius sees,

"If I were Brutus now, and he were Cassius, He should not humour me."

Anonymous letters are to fan Brutus's family pride, and then Brutus's name once won:—

"Let Caesar seat him sure

For we will shake him, or worse days endure."

Dowden in *Shakespeare—His mind and Art*, p. 291, has the following comments on this celebrated scene:—

"Cassius now endeavours to gain over Brutus to the conspiracy, avoiding any suggestion of an interested motive, but holding up as it were a mirror in which Brutus may see himself reflected, and thence infer what lofty achievement is expected by Rome from one so noble. As his own credentials Cassius puts forward his freedom from those vices which Brutus most contemns, as if there were no dangers from the man whose life is not lax, ostentatious and self-indulgent:—

And be not jealous on me, gentle Brutus:
Were I a common laughèr, or did use
To stale with ordinary oaths my love
To every new protester; if you know
That I do fawn on men and hug them hard
And after scandal them, or if you know
That I profess myself in banqueting
To all the rout, then hold me dangerous.

It is noteworthy that while Cassius thus plays with Brutus and secures him, almost using him as his tool, he is fully conscious of the superiority of Brutus. The very weaknesses of Brutus

come from the nobility of his nature. He cannot credit or conceive the base facts of life. He has no instrument by which to gauge the littleness of little souls."

In his *Shakespeare Primer*, p. 118, Dowden seems to me to clench the matter by his contrast of Brutus and Cassius:—

"All the practical gifts, insight, and tact which Brutus lacks, are possessed by Cassius; but of Brutus's moral purity, veneration of ideals, disinterestedness and freedom from unworthy personal motive, Cassius possesses little."

This is my contention, and though I hardly expect to convince Mr. Hunter I trust I have said enough to 'give him, (and those who think with him,) pause.'

It may be objected that with all his faults Cassius had a firm belief and trust in Brutus and that he loved him too much to knowingly beguile him into a disastrous plot and then to soliloquise over his friend's weakness in being so beguiled. Granted unworthy personal motives and want of moral purity and all is granted.

C. M. B.

"A NOTE ON A PASSAGE IN JULIUS CÆSAR."

Mr. Mark Hunter in his interesting "Note" in the last number of the *Review* might have quoted Plutarch in support of his defence of Dr. Johnson's view. "Cassius' friends prayed him (Brutus) to beware of Cæsar's sweet enticements, and to flee his tyrannical favours, the which, they said, Cæsar gave him not to honour his virtue, but to weaken his constant mind." Again, "The great honours and favour Cæsar shewed unto him kept him backe, that of himselfe alone he did not conspire nor consent to depose him of his kingdome." As Mr. Hunter has rightly seen and well proved it is quite impossible that "he" should refer to "Brutus." Mr. Winckler (following the Rev. John Hunter, evidently) lays needless stress upon "and he were

mention is made of the fact that "the idea of giving girls a school education, as a necessary part of their training for life, did not originate in India until quite within our own days." In my opinion this fact is of the greatest importance, because it not only accounts for the present slow progress of female education in spite of the earnest endeavours of the British Government and other enthusiastic promoters of the cause, but also explains the reason why female education was in a backward state before the advent of our British rulers. I have also pointed out in some of the previous numbers of this *Review* that from the earliest times though the Hindus had no objections to female education, they had no public schools for girls to study in, and if any girl received any instruction at all, it was in her own home and from her father, brother, husband, or some elderly person of respectable character. Thus then it is clear that when girls' schools were opened in the country, as the Hindu parents were unaccustomed to giving a school education to their girls, they were unwilling to break through their custom and send them to these public institutions. Now crop up two questions; if school education did not form a necessary part of a Hindu woman's training for life, what was the kind of education that was given her, and what was the training given her for success in life? The answers to these two questions will furnish additional causes for the slow progress of female education in India. As has been already stated by me in a previous number of this *Review*, the only instruction, that was almost invariably given to a Brahmin girl, was of a religious and moral nature. She was taught the chief prayers, hymns and religious songs; and legends from the Ramayana, the Maha Bharata and the Puranas,

which were of an ethico-didactic character, were read and explained to her by priests, or narrated to her in the form of stories by some elderly relation, male or female. It was only in rare cases that a girl was taught to read Sanskrit or her own vernacular, in order that she might be able to read for herself the works above-mentioned. Writing was considered as an art not suitable to women, and was not therefore generally taught to them. Though this was all the education that was generally given to a Hindu girl, yet it was sufficient to induce her to stick to her religion, to be virtuous in her conduct, and to faithfully perform her moral, social and domestic duties. Such being the kind of education given to a Hindu girl, it was but natural that a Hindu parent should be unwilling to send her to a school where neither his religion nor his special moral literature was taught.

I shall now answer the second question I proposed myself, by briefly describing the nature of the training for life, which was being given to a Hindu girl at the time when girls' schools were first opened by the Missionaries and the Government of India. The Hindus have all along held, and the majority of them still hold, that the proper sphere of a woman's activities is the home, and that the ideal woman is she, who regards the duties of wife and mother as sacred and discharges them faithfully, and is pious and virtuous. Accordingly a Hindu girl had to be trained for the onerous duties of the housewife from her early years. Owing to the unnatural custom of early marriage her maternity might commence even at the age of thirteen or fourteen, and consequently her household training had to be commenced at the age of ten or eleven at the outside. (This is one important reason why girls now-a-days are withdrawn from

school at this age). The mother or mother-in-law was always anxious that the grown-up girls in the family should learn to do the household duties well, so that they might be fit to relieve her of these duties in her old age, and become efficient house-mistresses. Accordingly from the age of nine or ten girls were associated with elderly women in the performance of household work. I shall briefly refer here to the daily routine of work, which women had to do fifty years ago in a Brahmin Mahratta family, living upon a moderate income in a town of Southern India. The description may apply to other Brahmin families also in many details. The grown-up girls along with the elderly women would get up early in the morning at about 6 and would be generally engaged till about 9 A. M. in the following duties. They would first cleanse their teeth and wash their faces, and recite the morning prayers, then sweep and wash the family chapel, generally a room in the house near the kitchen set apart for the special purpose, and decorate the floor with lines and figures with saffron powder or chalk-powder. Then they would sweep and wash the kitchen and the dining hall, while the other portions would be done up in the same way generally by a servant. Then they would be engaged in drawing water from the well and storing it, in helping the younger children to bathe, and in giving them a simple breakfast afterwards. Generally grown-up girls were initiated in the art of cookery by being entrusted with the preparation of the children's breakfast, and after they had learnt to do it well, they would be entrusted with the preparation of supper and later on in life with that of dinner. The breakfast of the children would be over by 8 or 9 A. M.; then the mistress of the house would consult the chief male mem-

ber with regard to the variety of dishes she had to prepare for dinner, and visit the store-room and take out as much of the raw provisions as would be required for the preparation of the dinner. The girls would be at first watching this work, and afterwards would themselves undertake to do it. After this the women and the girls would go to the nearest tank or river, taking with them their own saris and children's clothes. After washing the clothes, and bathing their bodies, they would return home with brass-pots full of water for drinking. After coming home they would put on dry clothes. After wearing the usual mark on the forehead, one or two of them, as occasion might require, would begin the preparation of dinner. The girls would generally be engaged then in cleansing and mincing vegetables and in supplying raw provisions to the kitchen, and materials of worship to the chapel. The dinner would be ready by about 12 or 1 P. M. and by that time the worship of the family-deity by a male member or the family priest would have been finished. The dinner would be then offered to the family-deities with prayers. After this the male members would take their dinner, and after them the female members. Then the younger children would have their dinner. Thus the women and the grown-up girls would be engaged in work from 6 A. M. to 2 or 3 P. M. every day. After this they would have two or three hours leisure. During this interval the elderly women would take a nap and then listen to the Ramayana or some such work read and explained, and the girls would be engaged in dressing their hair, and afterwards in innocent games, with cowries, dice or tamarind seeds, or in paying a visit to a lady in the neighbourhood, who might be able to teach them marriage or festive songs, plain

Cassius." There is no question of "point" or "no point." "If I were Brutus" of necessity implies "and he were Cassius," for the line is merely equivalent to "If we were to change places." If Cassius were Brutus, Brutus could not possibly become any other person than Cassius. These words "and he were Cassius" are thus seen to be a mere parenthesis and therefore the "he" of the next line naturally and correctly enough refers to the same individual as the "he" of the preceding line, i. e., to Caesar.

A. E. A.

OBJECT TEACHING.

[The following circular on Object Teaching has just been issued from the Education Department in England. Object Lessons are, as a rule, badly taught everywhere and certainly as badly in India as anywhere. We therefore publish this circular as it contains many valuable suggestions on the subject.—EDITOR, *E. R.*]

It has been observed that in schools in which Object Teaching has been introduced with most success the teachers have carefully distinguished between two kinds of instruction which in other schools are not seldom confused. These two kinds of instruction are—(1) observation of the Object itself, and (2) giving information about the Object. This distinction is of importance, because the scope and method of the lesson differ according to its nature. Object Teaching leads the scholar to acquire knowledge by observation and experiment, and no instruction is properly so-called unless an Object is presented to the learner so that the addition to his knowledge may be made through the senses.

Junior teachers have not unfrequently given lessons before H. M. Inspectors which were wrongly described as Object Lessons, because, in dealing with the topic selected, no suitable appeal was made to the eye of the scholar. A

lesson, for example, on the elephant to children in village schools, who have no opportunity of visiting either Museums or Zoological Gardens, may convey information and store the memory with interesting facts, but it does not cultivate the habit of obtaining knowledge directly and at first-hand, or develop the faculty of observation. However well the lesson may be illustrated by diagrams, pictures, models, or lantern slides, if the children have no opportunity of handling or watching the actual object which is being dealt with, the teacher will be giving an Information Lesson rather than an Object Lesson. It should be always remembered that in Object Lessons the imparting of information is secondary to the cultivation of the faculty of observation.

Object Teaching should farther be distinguished from Instruction in Natural Science. It is Elementary Science only in so far as it aids the child to observe some of the facts of nature upon which Natural Science is founded; but as it deals with such topics without formal arrangement, it differs widely from the systematic study of a particular science. The principles of scientific classification, the continuous study of one group of natural phenomena, the generalisation from facts and the search for natural laws, belong to a later stage of mental discipline, which will be much more effectual if it is being based upon the preliminary training of the senses through sound Object Teaching. It is most important, therefore, that if, for example, Object Lessons are given on plant life, no attempt should be made to treat them as a continuous introduction to the study of Botany, or, if the lessons relate to animal life, to the study of Zoology. In Object Teaching the chief interest in the lesson should centre in the object itself.

The following suggestions, which have been made by practical teachers, will be found useful:—

1. The teacher should select only so many Objects as can be dealt with in the year without over-burdening the scholars. Habits of observation are better cultivated by the thorough examination of a few objects than by the superficial treatment of many.

2. No Object should be chosen which the teacher cannot thoroughly illustrate either by the Object itself or by some adequate representation of the Object, or by both. All that is purely technical, whether in the mode of study or the language and terminology, should be carefully avoided.

3. The children should be encouraged to bring with them to the lesson illustrative specimens which they have collected or borrowed from friends.

4. The children should be encouraged to make simple drawings illustrative of their observations wherever possible, and in certain cases to make simple records on square-ruled paper. Clay-modelling and other manual occupations may be employed to test the accuracy of the impressions which the children form, and to fix them in their minds. Teachers also should frequently illustrate details of the lesson by blackboard drawings. Children who are jaded in five minutes by a lecture will be open-eyed and receptive for half an hour while the teacher draws as well as talks.

5. Visits to museums and other institutions of educational value are now recognised by the Code, and may advantageously be undertaken where possible in connection with the Object Teaching. Occasional class excursions out of school hours (or, if the instruction be in accordance with Art. 12 (f) of the Code, in school hours), under proper guidance, will

enable teachers both to provide suitable Objects and to confirm previous impressions. It should be borne in mind that Objects, when they are brought into the class-room, cannot be there studied under their ordinary conditions; and therefore it is important by a proper use of such expeditions to let the children see what part the Object plays in its usual surroundings.

6. If the scholars are to learn intelligently from their Object Lessons, the first requisite is trained attention. The right method of securing this is to direct, in a conversational way, the attention of the children to the different parts of the object in an orderly manner, and explain the relation of each part to the whole. After the analysis or study of separate detail, the object should be again treated as a whole. It should not be left in fragments, but the division into parts should be followed when possible by the reconstruction of them into their original unity. Through such teaching the vague and indefinite impressions which children receive from Objects when they are first presented to them are gradually converted into clear mental pictures.

7. The attempt to teach children to be accurate in observation cannot be separated from the need of making them accurate in description. After the children have been trained to observe a fact they should be practised in making a correct statement of it in a sentence of their own. This oral answering in complete sentences will lead to correct use of the English language, both in talking and writing, and will store the mind with a useful vocabulary. In the higher standards the children will be able to write brief weekly compositions in which they may express in a written form the ideas which they have acquired through oral instruction.

ally the plans of Stephenson of sixty years ago and more. A barrel of flour or a ton of coal is carried by them a thousand miles for the value of the equivalent quantity of wheat in the fields of the far West, and the subsistence of a family for a year may be transported from Dakota to Baltimore for 10 dollars. A half ounce of fuel will carry a ton a mile on the ocean, and a half-cent will pay for equal transportation on land; thanks to the genius of Watt and Stephenson and their successors.

Fitch and Stephens in this country, Taylor and Symmington in Great Britain, applied the power of the mist giant to the propulsion of steam vessels hardly a century ago; Fulton and Bell carried the invention of these great mechanics to commercial success a little later. All were men combining more or less thoroughly the skill of the mechanic and knowledge of physics and chemistry; of the laws of nature with the genius of the inventor.

Benjamin Franklin, a poor chandler's boy, without schooling, but thirsty for learning, wandering from Boston to Philadelphia to seek for work at his trade of printer, makes of himself, through the most insignificant of opportunities, apparently a man learned in arts and philosophy, and acquires fame as a statesman. At fifty years of age he finds time to take up the study of natural philosophy, and by his experimental investigations proves the nature and source of the lightning. Wheatstone and Morse, familiar with the principles of physical science, find ways of diverting the lightning to useful purposes and construct the telegraph, giving communication over land and under sea, between nations and continents; belting the earth with an electric girdle, pulsing with intelligence and binding nations in

a common life. Through study and experiment later inventors have made electricity the servant of steam, and by application of the laws of science, utilize this wonderful and mysterious form of energy in lighting a city or operating a railway, applying the power of the prime motor to a thousand tasks miles away through a thread of wire.

Scientific knowledge, though ever so elementary, is the key of all great treasure houses in our time. What James Watt knew of science is taught to-day to the child of fifteen in our public schools; many a school boy knows more of the laws of heat and the action of steam than did George Stephenson, and the learning of Franklin and of Morse is commonplace to the bright student of our day. But they worked in a then new field, and we must find other and newer and more obscure ranges for our explorations.

THE TELEPHONE.

That most wonderful, most Alladdin-like of all modern inventions, the telephone, by Prof. Alexander Graham Bell, is the outcome of pure scientific knowledge of electrical physics, and is the product of the active brain, not of a skilled mechanic, but of a student of nature, simply; possessing, no doubt, the divine genius of invention, but a scholar rather than a mechanic, nevertheless. To-day this marvellous annihilator of time and space spreads a net-work of a half million miles of wire over the United States alone, employs 600,000 instruments, allows a quarter of a million of people to talk with one another at distances of miles, of a thousand miles, if need be, and as easily as if face to face. Who knows but that some one of our inventors—America is famed throughout the world for their successes already—may yet bring these friends to see each other face to face, though

scientific methods of correcting those methods. He measured the weight of steam used and of that wasted by the old engine; he ascertained precisely where these wastes of steam originated; he found their cause. Then his science taught him just how to remove that cause, and his simple dictum, "Keep the cylinder at all times as hot as the steam which enters it," has been the guiding principle of every improver of the efficiency of the steam engine from his time to the present, and his scientific investigations and their deductions have constituted the basis of all later improvements. His studies when a child and as a youth, and his scientific investigations as a man, gave James Watt fame and fortune and elevated the whole world to higher and more permanent prosperity.

George Stephenson gave us the locomotive, but "Geordie" was not a simple droning plodder. He was a poor, uneducated colliery lad, endowed, however, with an unconquerable ambition, habits of industry, fondness for learning, and especially determination that his work should be done as well as he or any one else could do that work, whether it were picking over refuse coal at sixpence a day, or building steam engines, and receiving a princely income. He began to learn to read, when eighteen years old; he studied arithmetic at nineteen; he was a man before he could even begin to acquire that knowledge from books which is freely offered most of us at the very threshold of life; but he was a wise man at thirty, a learned man at fifty, a man of the world and a prince among men from middle life on to the end. He supported a wife and child when hardly beyond legal manhood by "tending" a colliery engine, shoemaking at odd times, and mending his neighbours' clocks in spare minutes. But he

still found time for thought and study, and experiment and invention. No hour or minute was lost. "The whole secret of Stephenson's success in life was his careful improvement of time; this is the rock out of which fortunes are carved and great characters are formed," says one of his biographers. "Patience is genius," and labour constitutes the most effective prayer. George Stephenson applied genius and labour, gave patience and prayer to his work. He studied the construction of the steam engine, sought out the scientific principles upon which its operation was based; he applied his science and his mechanic's art to the application of the science and the adapting of the machine to a new purpose and brought out the locomotive—that most marvellous of all forms of concentrated power and speed yet born of the brain of the inventor and mechanic—and this mighty engine bore him on to fame and fortune.

George Stephenson did honest work; he was conscientious in his dealings with men; he made himself learned in the sciences of his time in spite of every obstacle of birth, circumstance, or fate; he worked, he studied, he thought and contrived; he "hustled while he waited," as one of our great railroad men would say, in language amply expressive, if not elegant. As he himself said, when endeavouring to secure a grant from Parliament, "I put up with every rebuff; I was determined not to be put down." Stephenson's locomotive, the Rocket, made nearly twenty-five miles an hour, the prize record, at the Rainhill competition on the Liverpool and Manchester Railway in 1829; and now, but two generations later, we have in the United States alone two hundred thousand miles of railway, traversed by forty thousand locomotives, built upon substanti-

Languages, women are as usual to the fore.

The Tripos Lists have not been without their shadow. A Peterhouse man, whose turn of mind was naturally melancholy, was so distressed at the low place he had taken, that his brain became unhinged, and he took a dose of poison. Such things are not altogether unheard-of; and they are impossible to prevent: but one practical consideration arises out of this sad event, and that is the necessity of providing some surer and quicker means of giving attention to cases of illness. An electric bell communicating with the porter's lodge, or some other method of giving an alarm, seems imperatively required.

Lord Acton's inaugural lecture was attended by perhaps as large a crowd as could well be accommodated in the Divinity School. High as the expectations of the audience were, they were not disappointed. The lecture was full of interest; but the most interesting portions related to the lecturer's personal experience. He had in his youth made two efforts to be admitted into Cambridge University; but had been rejected. And now he stood in the place of Sir John Seeley, whose shoes, he modestly said, he was not worthy to bear. He went on to date modern history, that is, the growth of the living power of the ideas that now rule the world, from Columbus, Erasmus, Copernicus, and Luther. The Reformation, he said,—and a most instructive tribute this was from the mouth of a Roman Catholic,—was the starting point not merely of modern history, but of history itself. Lord Acton is no believer in blind fate or mere secondary causes. The hand of God, he said, has been seen through the whole of these last four centuries; and it had manifested itself in the growth of two great ideas, 'the safety of minorities and liberty of conscience.' He concluded by urging all future historians to keep up their moral tone, and to remember their position as the judges of character. 'Let us never,' he said, 'debase the moral currency, or excuse the vices of a man for any low reason.' He has promised to carry out in his future lec-

tures the history of the growth of these two ideas, the safety of minorities and religious freedom, viewed as manifestations of providential government. This address has been the subject of some unfavourable criticism, especially at the hands of the *Saturday Review*.

The proposal of a memorial to Sir John Seeley, made by the Marquis of Lorne, the Bishop of Peterborough, and other influential persons, has not had the success it deserved. 'Si monumentum requiris, circumspice.' The idea was to provide a portrait or statue of Seeley, and with the remainder to found a Seeley Memorial prize. But so far, though the scheme has not been definitively abandoned, little has been done towards the realisation of its aims.

Among the new D. C. L.'s. of Oxford, invested at the last Encaenia, were Professor Mayor, Professor Michael Foster, and Mr. Rawson Gardiner. These names are not perhaps so commanding or inspiring as some have been in the past; but the honour is a deserved recognition of great abilities, high character, and extraordinarily hard work. Each name is associated with the advance of learning in one of its branches, and with the foundation of a special school of study.

The Statute for inaugurating Degrees for Research in Cambridge has passed its final stages; and we are now awaiting its results. The scheme has encountered much opposition in its inception; its success will silence all murmurers. The ablest expression of an adverse opinion I know is to be found in Mr. A. R. Tottenham's collection of papers, entitled 'Clivienus, his Thoughts,' a little book to which I referred last month, and which is in all respects admirable.

The two Unions have elected their officers for next Term. Both have made good appointments; Oxford has chosen Mr. J. S. Phillimore as President, and Cambridge Mr. L. S. Chanler. Mr. Phillimore is one of the most distinguished classical scholars among Oxford undergraduates, having taken nearly all the prizes and scholar-

a thousand miles apart, or separated by the broad Atlantic? Three thousand inventions relating to telephony are recorded in the U. S. Patent Office already; it would be remarkable if such an army of inventors should not succeed, in time, in wresting from nature every secret possibility.

But a great secret will not be revealed to the man who simply sits down quietly awaiting inspiration; it will come to him who gives night and day, time, thought and labour, to the study of the laws of nature and the already discovered facts of science, and who, by learning what has been done in the past and all known ways of application of physical science to useful purposes, shall come to see further than has any one yet into the darker field of future invention.

The coming inventors in this direction are students and thinkers, as well as mechanics. Our opportunities are greater, by far, than were those of the men who have made applied science the foundation of modern life, and we may learn more than they, and easily, where they worked toilingly; the fields of science have now been vastly more completely explored and methods of instruction have been as greatly advanced as have the methods of acquisition of learning. No one entering upon the task in the right spirit, however poor and however hard-pressed, can fail to-day in an earnest and conscientious endeavour to learn the principles, facts and laws of science; but, while all may become more learned than any of those great men, few can confidently expect to attain equal eminence. The richest nuggets may have been picked up already, yet it remains the fact that scientific knowledge will always constitute the essential foundation of highest success in all departments of invention and constructive art. Much

is given us; much more will be demanded of us.

The ambitious youth will always, as now, seek to become familiar with mathematics and physical science; to make himself a good draughtsman; to learn the principles of designing and the best forms of machines and of their elementary parts; to know the best methods of manufacture and the newest and most economical processes of the useful arts.

Continually, we may anticipate, opportunities of acquiring knowledge will improve, while the necessity of hard work, of steady application, of application of the individual talent in its very best and most promising direction, will as steadily increase, if advancement and distinction are to be gained. The ways of life are becoming more and more crowded, with a more and more rapidly moving mass of humanity, and he who would take the lead must continually exhibit a grater and a greater superiority to a constantly improving multitude. He who is content to move with the great body of later travellers will, perhaps, lead a happier life and enjoy a more satisfactory return, on the whole, for time and strength expended; his lot will certainly continually improve with the progress of the world in all its multifarious departments of science and of art.

INDUSTRIAL ARMIES.

But that progress will come of the work, mainly, of the inventor and of the organizers of our "industrial armies." These captains and generals of the great army will be men who have added to natural ability in their special departments of activity a good knowledge of the science as well as of the art of finding application in their work. Their characteristics will be intelligence, strength, ambition, courage, skill, learning in

science, pure and applied, and steady application of this learning and their own talent to the purposes of their life and work. The way is open to all; none can be denied admission to the ranks, and none can be refused deserved promotion. The poorest have equal rights with the richest; and, it has usually been the poorest who have accomplished most, have most advanced the work of the world, and who have, in the end, profited most by such a combination of character, learning, and skill as we have seen illustrated by the great inventors whom I have named; all of whom were poor, all of whom gained their learning and their fame with no special advantages of wealth or social position.

The civilization of the nineteenth century is the work, mainly, of men who began life in hovels, in cottages, and in the humblest walks in society; who lived in dwellings often floored with earth and roofed with straw; having neither beds nor chairs, tables nor carpets; having no schooling or social advantages; but they were men who made themselves wise and masterful in spite of circumstances, conquering difficulties more terribly repressive than the poorest to-day can realize. The youth of our day are to relay the foundations of the nineteenth century, and it is they who are to perform new wonders, to invent, to construct, to make use of all the machinery of that most marvellous of eras of which we are still merely upon the verge. They begin where Watt and Stephenson, and Fulton and Stevens, and Evans and Fitch, where the inventors of the steam engine, the railway and steam-boat, the telegraph and the telephone, left off. The most defective education of our time is better than the best they could attain; the advantages of these newcomers upon the stage of action

are as wonderful as has been the progress of which they are the outcome. The mechanics and engineers of the last century have given the youth of the present a glorious start; have provided them with marvellous facilities for further advancement; have put them face to face with new and still grander problems; have given them unimaginable opportunities. These opportunities may be availed of by any young man or woman who chooses to put life and strength and talents into the task with steadiness, conscientiousness and persistence. No one so poor, no one so obscure, that opportunity cannot be found. Work and think; study and improve; train mind and body continually—success is sure to come at last.

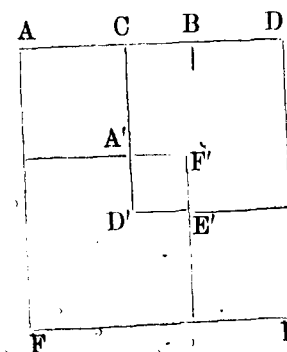
Correspondence.

SIR,

The *Educational Review*, while reviewing the *Geometry* of Messrs. Hall and Stevens, remarks that it misses little Miss Hudson's proof of Propositions 9 and 10 of the Second Book, among the alternative proofs.

May I request you to be kind enough to let me know what the proof is, or where I may find the same?

S. MAHADEVA AIYAR.



[Miss Hudson's proof] Euc. II. 10 is given by the above figure. C is the middle point and D any other point of AB. ADEF is the square on

AD. DD' is the square on CD; FF' a square equal to DD'. Then AA' and EE' are squares whose side is equal to AC; and A'D'E'F' is a square whose side is equal to BD. Now the squares AA', EE' together with the squares DD', FF' make up the square ADEF together with the square A'D'E'F'. Hence twice sq. on AC + twice sq. on CD = sq. on AD + sq. on BD.]

SIR,

I should be very grateful to any of your readers who should enable me to verify the following quotations:—

- (1) "Dressed in earliest light."
- (2) "New and yet as old
As the foundations of the heavens and
earth."
- (3) "Pangs that tempt the spirit to rebel."
- (4) The anarchy of dreaming sleep."

X.

FROM OUR UNIVERSITY CORRESPONDENT.

CAMBRIDGE, July 1895.

I write just after witnessing the dying throes of the old academical year. The crowd of visitors, who had come to see the 'May' Races, or to watch their respective prodigies take their degrees, has at length vanished, leaving behind the memory of the most successful May week of recent years. Day by day the appearance of a fresh Tripos list has assured us that we were nearing the end. There has been the usual crop of surprises and disappointments. Mr. Bromwich of St. John's, the year's Senior Wrangler, has, by all accounts, all but 'beaten the record' even of Senior Wranglers. He is a colonial from Durban, and started by winning a colonial scholarship. Since then he has gone from triumph to triumph: and he is said to have scarcely ever been beaten by a problem set by his coach Mr. Webb. No woman takes a high place in Mathe-

matics: the highest name being that of Miss Davies, twenty-third.

If John's provides the Senior Wrangler, Trinity takes its revenge by monopolising the first division of the first class of the classical Tripos. There are five Trinity men in this division. Unfortunately, one can hardly congratulate these five as they deserve; for whereas, if they had been scattered over other Colleges, they would each and all have been certain of Fellowships, at Trinity they may easily be left out in the cold. While the competition at Trinity is keener, and the standard consequently higher upon the whole than at any other College, the number of fellowships is totally out of proportion to the number of first-rate candidates. At Trinity, also, candidates are superannuated after three years; and hence it is that time after time we have the spectacle of men who would have been absolutely certain of a fellowship at another College, going down from Trinity without one. And though I have heard ardent partisans say that a scholarship at Trinity is better than a fellowship at any other College, yet I doubt very much whether a man would not rather be eighth Wrangler at Jesus, with a stipend of two hundred for six years, than third Wrangler at Trinity, with the probability of no stipend at all, and the certainty of a most keen and wearing contest before he gets it. This would suggest—as it has suggested to many in the past—that Cambridge would do well to follow the Oxford system of throwing open its fellowships for competition throughout the University. So long as this distinction involves far more work and a far keener struggle at one college than at another, it is inevitable that injustice should occasionally be done.

If the women have not done so extraordinarily well in the Mathematical Tripos as they have done before, in other Triposes they have made up for it. Miss Skeel of Newnham shares with Mr. Clapham of King's the honour of a first class in the Historical Tripos; and this after a single year's work. In the Mediaeval and Modern

To sum up the main value of Object Teaching, there are three principal uses. The first and most important is to teach the children to observe, compare, and contrast; the second is to impart information; and the third is to reinforce the other two by making the results of them the basis for instruction in language, drawing, number, modelling and other hand work.

There are, however, other important uses of good Object Teaching. It makes the lives of the children more happy and interesting by opening up an easily accessible and attractive field for the exercise of brain, hand, and eye. It gives the children an opportunity of learning the simplest natural facts and directs their attention to external objects, making their education less bookish. It further develops a love of nature and an interest in living things, and corrects the tendency which exists in many children to destructiveness and thoughtless unkindness to animals, and shows the ignorance and cruelty of such conduct. The value of the services which many animals render to man should be dwelt upon, and the importance of kindly treating them and preserving them should be pointed out. By these means, and in other ways, good Object Teaching may lay the foundation for the right direction of the activity and intelligence of the children throughout the whole school.

THE MECHANIC ARTS AND MODERN EDUCATIONS.

(Concluded from page 332.)

Newcomen invented the steam engine in its modern form, and Watt gave it its essential refinements, and by his inventions supplied the world with the power of steam—displacing mountains, organising mills in which are utilized the power of thousands of giants,

propelling the locomotive and its trains of palaces across the country at the rate of fifty or even a hundred miles an hour, and driving great steamships over the ocean amid the heaviest gales and among the mightiest of seas, traversing the waters at a higher rate of speed than can be attained by the fastest horse drawing the lightest carriage on the land. The work of the world is performed by James Watt's steam engine.

James Watt made the modern world; he accomplished his almost miraculous task by simple applications of the most familiar of the laws of physics and of chemistry. He was born in humble life; was weak and out of health throughout his whole life, though living to the great age of eighty-four. But his feeble energies were applied from childhood to the acquisition of knowledge of the laws of nature; his mind sought knowledge and drank it in as the sponge absorbs water. He made himself a good mechanic and a wise man, and combined the two, the highest of human endowments, to the great task of harnessing the powers of fire and water for the use of mankind.

He was a mathematical instrument-maker at the University of Glasgow, a little more than a hundred years ago. There he studied the construction of Newcomen's crude invention, saw its defects, and made good use of his studies for its perfection.

Even his method of invention—if we choose to call it such, for in these days we should call it scientific design—was a scientific method of application of science to a defined and well-understood task. He not only ascertained the defects of the Newcomen engine; he sought out, by exact and carefully devised experiment and investigation, the origin and magnitude of each. He adopted equally

ships, both at Westminster and at the University, that could possibly be taken. Mr. Chanler is an American, older than the average run of undergraduates, having come to Cambridge rather to see life than to take a Degree. He has certainly improved his time, having been joint editor of the *Granta*, and President of the Union, in the space of five terms, besides having probably a wider range of acquaintance than any other man in Cambridge. His speaking is always good, and occasionally really eloquent.

As I predicted, Mr. Sanday was duly elected Lady Margaret Professor of Divinity at Oxford in place of the late Dr. Heurtley. Indeed he had no rival. The chief new Cambridge appointment has been that of Dr. Waldstein of King's as Slade Professor of fine art. Dr. Waldstein gave his inaugural lecture on the eighth of June before a large audience. His treatment of the subject was popular in the extreme, without showing any want of depth or knowledge. As usual, the lecturer complained with justice of the want of an organised Art School in Cambridge. It is to be hoped that this reproach may soon be wiped away; and the appointment of a vigorous and able lecturer like Dr. Waldstein is one step towards this end.

The Association of Headmasters of Secondary Schools has lately held its meeting in Cambridge. The Headmasters were entertained at Trinity by Dr. Butler, who made a speech worthy of the occasion. Several matters of importance were discussed at the meeting, under the presidency of Dr. Wormell; among others, recommendations were adopted as to the more thorough teaching of science. It was thought that an examination in Qualitative Analysis only was an insufficient test of the chemical work of a school. It was the general feeling that the Oxford Local Examinations should publish alphabetical class-lists, instead of arranging the candidates in order of merit. This would tend to assimilate the Oxford Locals to the Cambridge. It was agreed that the Universities were the proper examining bodies

for secondary schools; but it was held that they ought to examine not in set books only, but in the whole work of the school. Much was said about the proposals of the Royal Commission on Education, which were unfolded by Dr. Wormell in a singularly luminous speech. After the meeting the Headmasters scattered about the town, seeing old friends or making new acquaintances. A large number of them visited the new Science Buildings of the Leys School.

OUR LONDON LETTER.

LONDON, July 1895.

This is the lazy season in English Schools. Everybody is 'at work,' and those teachers and pupils who have either their annual examination or the Oxford Local before them are doubtless trying to work; but the majority are not in this predicament, and find the great heat fatal to real work. Boys are sleepy, masters are inclined to be drowsy and easy and very sympathetic even with the laziest pupil; rooms are close; much exertion brings little profit, and everything points out unmistakably that this is the wrong season of the year for school work—here in England. How you manage in India I cannot imagine. But the heat is not the only cause of distraction with us. Many schools have their annual Athletic Sports about this time. This involves some preparation and practice on the part of the competitors, and some supervision on the part of the masters and others who have the management in their hands. Attention and interest are diverted from the dull class-room to the green field. A still more prominent feature in the summer term at many schools is the annual Speech Day or Prize Distribution. Your readers are probably acquainted with this institution to some extent. What it really means, in many cases, is long and painstaking preparation of a selection from Shakespeare or some other standard English author and from French, German, Latin or Greek authors. Sometimes a little music is interspersed, sometimes an original prologue is prepar-

of the Government Board (Schulrat) before becoming "District School Inspector."

He also thinks the *Vorbildung* of the national schoolmaster as the "Volksschule" and the "Präparanden anstalt" (preparatory school of the Seminar) insufficient, and he wishes the young school candidate to finish the "Oberrealschule" (without Latin) before entering the Seminar. He does not object to the one year's service in the army, and thinks the military training with its *obedience, cleanliness, punctuality, order* and the *overcoming of difficulties* an excellent agent in the education of a man, who wishes to be a "Volkserzieher." In order to fill the numerous vacancies at the "Volksschulen" he recommends the army corporal who after twelve years of service in the army will have to attend the "Seminar" before becoming a regular teacher. This latter point has roused lively discontent and ardent discussions in several pedagogic papers. I think Herr von Massow did not hit upon the right man. The objection is that the corporal is a "Kriegsmann" (soldier) whose thought and ideas are fixed on war, but Christ, our greatest educator, has declared war against egotism only. He says: Love your enemies, &c., but the fury of war rattles and roars: Shoot down your enemies and chase and pursue those we hate. The corporal an educator! The man who speaks bad German and who tries to cover his ignorance by arrogance. No! No! The teacher cries out: no corporals; give us better pay; let the best and worthiest of our profession inspect the schools, give us a pension after a shorter time than 45 or 50 years of service, and the schools will not lack masters. The teacher is not to be a man of the gun or the bayonet, but a master of the pen and of speech. We wish to educate *mankind*—German Christians, and to prepare for a future where there is no talk of Reform or Revolution, but only of—love!

O. DELFS.

JAGERHOF BAI EUTIN, }
July 1895. }

OUR BOMBAY LETTER.

BOMBAY, August 1895.

The opening match in the first round of the Cricket Championship Competition of the Bombay High Schools Athletic Association was played on the 10th instant between the Elphinstone High School and the Antonio da Silva School, and resulted in an easy win for the former school. Fifteen High Schools have sent in their names for this year's competition and seven matches have been arranged for the first round, one of the schools—St. Xavier's—having drawn a bye. The six remaining matches will have been played by August 8th.

Diwan Bahadur Manibhai Jasbhai of Baroda has given a present of Rs. 1,000 to the Girls' School at Godhra, Panch Mahals, for a scholarship and two prizes.

The people of Godhra having represented to Government that for want of a High School in their own city they are obliged to send their boys to Nadiad and Broach for higher education, Government have decided to raise the local Middle School to the rank of a High School. The first headmaster will be Mr. H. K. Bharucha, B. A., 1st Assistant Master, Surat High School.

The Dean in Medicine, Dr. G. A. Maconochie, having proceeded to Europe on leave from Government, Dr. Atmaram Pandurang, the *doyen* of the native Medical Profession, is to be proposed as Dean in Medicine for the rest of the current academical year.

Mr. L. J. Robertson, Barrister-at-Law, has been appointed Government Professor of Law, Government Law School, *vice* Mr. J. S. Slater, B. A., Barrister-at-Law, who has been appointed chief Presidency Magistrate, Bombay. The incumbent of this post will henceforth be designated Principal and Professor of Law, Government Law School.

Mr. L. P. Russell, Barrister-at-Law, has been appointed Perry Professor of Jurisprudence, Government Law School, *vice* Mr. J. J. Gazdur, M. A., Barrister-at-Law, who has resigned; and Mr. A. Daly, Barrister-at-Law, has been appointed substantive *pro. tem.* Government Professor of Law in the same school, *vice* Mr. R. D. Sethna, B. A., LL. B., Barrister-at-Law, who acts as Registrar of the High Court.

To mark his appreciation of the successful administration of our late Governor, Lord Harris, the Nawab, of Ranthanpur has placed Rs. 8,000 at the disposal of Government for any Mahomedan or other candidate who may be prepared to qualify in Europe as a specialist in some branch of Medicine. The candidate selected by Government is Mr. Abdur Razak, at present a Medical student in Guy's Hospital, London. His father is an honorary Aide-de-camp to H. E. the Governor.

To strengthen the educational element in the Legislative Council, H. E. Lord Sandhurst has made a most happy selection by nominating Mr. T. B. Kirkham, Barrister-at-Law, Educational Inspector, C. D., as an additional member of the Council. Mr. Kirkham's cheery, kindly, genial disposition and agreeable manners have made him popular with all classes, and the confidence and frankness with which he treats those whom he considers worthy of his regard have made him many real friends among the educated natives of this Presidency. Besides being an *fait* in all educational matters he is a graceful elocutionist and a fluent and persuasive speaker. He was for many years a member of the Bombay Municipal Corporation, where he is still remembered as a clear-headed and astute debater and a careful man of business. Mrs. Kirkham, who is well-known as Secretary to the Poona Branch of the National Indian Association, is also held in high esteem for the interest she takes in female education and for her efforts to promote social

intercourse and friendliness between Europeans and Natives; and the two Miss Kirkhams, who are gifted and accomplished violinists, have likewise endeared themselves to Poona society by their readiness to place their talents at the disposal of all disinterested organizers of concerts and other entertainments for charitable purposes. The name of Kirkham has thus become a household word in Bombay and Poona and the honour with which Lord Sandhurst has crowned the long, faithful, and meritorious services of this veteran educationist has given satisfaction to Europeans and Natives alike.

After what I said in my last it will not surprise your readers that this honour has not been conferred on Mr. Chatfield, the head of the Educational Department. Lord Sandhurst would no doubt have been only too glad to nominate Mr. Chatfield to the Legislative Council along with the other heads of departments. But, as a vernacular paper observes, Mr. Chatfield is too entirely devoted to his office and his book to spare time for social and other distractions, and though his abilities and sturdy independence of character would make him an ornament of any assembly his temperament is such that he would never consent to make any change in the quiet and semi-retired mode of life he has adopted, even for the sake of rendering further service to the cause of education which he has so much at heart and to which he has devoted all his life. This is why the Hon'ble Mr. Kirkham has practically to represent his chief as well as himself not only at all social functions, but also at the University, and in the Legislature.

Mr. R. D. Prior, M. A., Principal of Elphinstone High School, has gone home on three months' leave, and Mr. B. F. Patel, B. A., Vice-Principal, has been appointed to succeed him, pending further orders. Mr. S. G. Jayakar, M. A., B. Sc., acts as Vice-Principal, *vice* Mr. Patel. The heads of almost all the leading High Schools in Bom-

bay, with the exception of Christian schools, are, at present Parsees.

H. E. the Governor in Council has been pleased to direct that the headquarter station of the Educational Inspector in Sind be re-transferred from Hyderabad to Karachi.

According to the *Times of India* the Educational Department re-organization scheme is now under final consideration in the Home Department. After being passed on to the Finance Department it will be forwarded to the Secretary of State. Some months will therefore elapse before the scheme is finally approved.

Reviews and Notices.

Selections from Cowper's Letters, edited with Introduction and Notes, by W. T. WEBB, M. A., Late Professor of English Literature, Presidency College, Calcutta. London, Macmillan and Co., 1895.

It was a happy idea of Messrs. Macmillan to include amongst their series of 'English Classics' a selection from the letters of William Cowper. Cowper is but little read now-a-days, and, at least as regards his poetry, will probably be read less and less as years go on, and the number of good poets increases. For Cowper, in spite of the truth and sincerity of his verse, and the fact that he was the forerunner of the veritable Renaissance of English poetry, was never a great poet, never more than a good one. But, while as poet he belongs to the second or third rank, as letter writer he is absolutely in the front. Though Southey's verdict that he was 'the best of English letter writers' be deemed an exaggeration. Nevertheless for the purposes of the general reader or the young student, Cowper's letters stand in need of careful selection. Many of them are weighed down with the burden of the poet's evangelical theology and religious hypochondria, and have become painful and unprofitable reading for the arm-chair, and are eminently unsuitable for the lecture-room.

For Mr. Webb's selection we have nothing but praise. All the best letters are included, and in this little volume the reader can enjoy the full flavour of Cowper's especial charm, the gentleness, the pensive sadness, the exquisite humour, the tender and quiet gaiety, the absolutely truthful but kindly

portraiture of men and manners, the deep religious spirit and pure morality which render the letters of Cowper not only delightful, but in the fullest sense, improving.

Mr. Webb has prefaced the letters with a very full introduction, in which he deals with Cowper's life, character and times, the chief features to be noticed in his letters, short notices of the persons to whom they are addressed, and other matters, all of which help in no small degree to make the text itself more interesting and intelligible. Indeed Mr. Webb's introduction is an excellent piece of work; his criticism is sound and to the point; and if it rather curiously recalls Professor Goldwin Smith's study of Cowper in the *English Men of Letters*, it is none the worse for that, though perhaps it would have been a little more gracious in Mr. Webb to have acknowledged the obligation.

The Notes, too are extremely full, and furnish the student with all the information he can legitimately desire, if also with something which he should be above desiring. All allusions, literary or biographical, are satisfactorily explained, and all difficulties removed. Mr. Webb has throughout striven 'to set forth all the phases of Cowper's life and character, and to illustrate his greatest work, *The Task*.' His performance does not fall short of his aim. The notes teem with apt references to and happy quotations from Cowper's verse. This is an admirable feature; such exposition of a writer's spirit, feeling and opinion, by making him explain and illustrate himself is an excellent thing in an annotator, and is worth any amount of second-hand lore, transcribed from etymological dictionaries, and 'standard works of reference.' But why, amid so much that is excellent, does Mr. Webb fall into the sin so common amongst the host of critics who undertake to supply commentaries to English classics 'specially adapted to Indian students'—and who set themselves to 'perform the office'—not indeed of that 'whetstone,' so mysterious to the school boy not yet 'in Horace,'—but of a pocket dictionary? Surely the student who is at all able to understand and enjoy, we will not say Cowper, but Mr. Webb's introductory exposition of him, needs not such critical guidance, as the following:—

'Handsome apology,' 'generous, unstinted apology,'—'singular,' 'remarkable, unusual,'—'ending,' 'selling,' from Latin *endere*, to sell—'carry their heads high,' 'assume a proud bearing,'—and many other elucidations 'specially adapted (presumably) to the requirements' of infants or imbeciles.

But this is the only fault we have to find with Mr. Webb's Edition of Cowper's Letters, which is, taking it all in all, one of the best edited English Classics we have come across for a long while. We should like to see it followed at no very distant date by a selection from that other prince of letter-writers, Charles Lamb, if only Lamb should be edited as admirably as Mr. Webb's Cowper.

First Lessons in Book-keeping; Primer of Book-keeping; Easy Exercises in Book-keeping, BY J. THORNTON. Macmillan and Co.

We have much pleasure in drawing the attention of Indian students of Commercial classes to these lucidly written publications on Book-keeping.

The great fault in the majority of text-books on Book-keeping is that the subject is made too technical, that very often the text-book is more adapted to make the subject repulsive to beginners than otherwise and that even young men of good general education find it difficult to study the subject from such text-books without the aid of a teacher. The fact is that such books are intended for professional accountants and not for beginners—which accounts for the paucity of explanations, illustrations and exercises.

Mr. Thornton's books are of the opposite stamp. Their chief merit consists in the abundance of suitable explanations, vivid illustrations, and expressive diagrams. The most indifferent student will begin to develop a liking—a passion for this most useful subject—if he begins his study of Book-keeping with a copy of Thornton's First Lessons. The author has tried to simplify the subject—almost to a fault. A book of this kind must be exceedingly welcome here, where even men of education do not care for the subject on the ground that it is too technical.

After having acquired a taste for, and a knowledge of the fundamental principles of Book-keeping from the author's First Lessons, the pupil will have to study some fuller and more advanced text-book on the subject. This book treats of all the portions prescribed for the Madras Intermediate Examination except Adventures, Consignments, Partnership accounts, and some of the

subsidiary books. Still the portions treated of—especially Bills Receivable and Payable—are so well explained and illustrated that we should advise the student to begin with this treatise. We therefore entirely approve of this book having been prescribed as an alternative text-book for the Madras Government Intermediate Examination.

We cannot speak in equally high terms of the Primer of Book-keeping. It is more a compendium suited for purposes of revision than a Primer for beginners. It has been rightly omitted from the list of text-books recommended in Madras. The author himself admits in his preface that his Primer is adapted to the requirements of an intelligent senior class, while his First Lessons is the book for beginners.

His 'Exercises in Book-keeping' are easy and graduated and admirably adapted to the requirements of an elementary class. These are just the books for gentlemen who wish to acquire a sound knowledge of the principles of Book-keeping, but are neither candidates for Examinations nor aspirants to situations in the accountancy profession.

Notes on the Science and Art of Education, BY WILLIAM NOETLING, New York and Chicago. E. L. Kellogg and Co.

These Notes, as the author says in his preface, do not constitute a methodical or a complete treatise upon pedagogics, but simply such suggestions and hints as the writer in the course of his experience as a teacher of pedagogy has found to be of service to students. The disproportion in the space allotted to different subjects is very noticeable; but the writer justifies his action by the statement that he has allotted the space to different subjects according as the subjects have been found in his experience to be more or less difficult to beginners. This disproportion, however, we think has been carried a little too far. In less than two hundred pages nearly one hundred pages are devoted to the teaching of numbers, while the remaining pages are shared among so many and varied subjects as the body, the mind, object lessons, penmanship, reading

ed. The amount of time assigned to speeches proper is usually quite small. It is not to be assumed that such a performance implies a corresponding linguistic capacity in the audience of friends and relations usually brought together on these occasions, far from it. Speech Day means Show Day, and is regarded as such: I might have said there was a good deal of Advertisement in the whole business without being far wrong. Of the lengths to which this function is carried the case of Bradfield College is a glaring example. Last month Euripides' *Alceste* was performed there, on a very complete scale, as regards ordinary theatrical equipment and specially composed Greek diatonic music. Well may some parent, writing to one of the papers, express his mistrust of a school where so much of the masters' and pupils' time is devoted "to the entertainment of the public." I should in fairness add that there are other schools quite as bad as Bradfield in this respect, and many others which show precisely the same tendency to 'show' and 'advertisement,' and would go further if they could. Another school, for example, performs a complete comic opera (by Gilbert and Sullivan) every Christmas, and at Easter a complete oratorio—and does them very well too!

There are a few external matters to note this month. In the domain of Secondary Education there is the Summer meeting of the (Incorporated) Headmasters' Association at Trinity College, Cambridge. The chief business done was the discussion of a resolution to the effect that in any future legislation the provision and control of secondary schools be vested—not in the elementary school boards, as urged by elementary teachers, but—in local county boards, consisting mainly of members of the county councils and of other co-opted members representing the Universities and the secondary teachers. Practically, the only objections are, that county councils are already overburdened, and that they do their educational work badly. But the addition of specialists should make good this defect: whilst a great ad-

vantage would be gained by grouping the schools of a whole county, e.g., a teacher who did not get on in a school could be transferred, economies could be effected in the matter of visiting masters, and so on.

What is to come of all our hoping and speculating with regard to Secondary Education is made less certain by the change of government this week. Probably something will be done, as the subject is not one of this or that political party; yet, for all that, we cannot expect so thorough-going a reform from the Conservatives or from their predecessors. The new Minister of Education, (Sir J. E. Gorst,) however, is, of all men in his party, the one from whom we might expect the most in this matter. He is a social reformer rather than a politician, a man of liberal views and wide sympathies, fairly independent, and very able. Probably he will be equally acceptable to the elementary teachers, though the retirement of Mr. Acland is a subject of great regret.

For some time past the old Voluntary schools, built through the voluntary efforts of various religious bodies to provide elementary education before Parliament undertook this work, have been feeling more and more the competition of the more recently established Board-Schools,—supported out of public moneys, well equipped, well staffed, and generally more efficient. The voluntary schools are supported by many persons (churchmen mostly) because they give more 'definite' religious teaching, or teaching which they desire to see given. As public funds cannot be devoted to them in the same way as they can to Board Schools, Churchmen find their maintenance expensive and burdensome. The Archbishops, therefore, have devised and introduced a bill suggesting that Government should give them almost equal support—should decide what staff each school requires and pay that staff, but that the school should be managed by a non-elected body as hitherto. It is a bold demand—two to three millions a year, but not likely to be granted.

OUR GERMAN LETTER.

A new reformer, also in matters of education, has arisen in no less a person, than the councillor E. von Massow, who expresses his views in his remarkable book "Reform or Revolution." He considers the method of teaching in the "Volksschulen" excellent, and he has the greatest respect for the teachers, although he thinks they have to be raised materially and intellectually. The aim of the "Volksschule" he considers too high, and he thinks it the greatest mistake, to neglect the children of the lower classes after their 15th or 16th year, whilst the growing youths of the higher classes up to their 20th year are under the supervision of teachers and tutors. He wishes to give the young workman a systematic education until he enters the army, and he is not satisfied with the demand of a "Fortbildungsschule" for boys and girls, but wishes to have a "warden" for them, who receives their earnings, gets them food and lodging, invests their savings and guards their interest with their employers. He wishes to begin his reformation in the country, where education is more needed than elsewhere. The young people in the country, he says, feel that the education they receive in the village school is not sufficient, and as they have no chance of improving themselves, they rush into the towns. Of the "Fortbildungsschule" he demands: Continuation of general education, extending into the country and regarding practical life, instruction about the organisation of the empire, of the State and Government, and a more thorough female education. As to payment and the education of teachers, he says: "The teachers' profession must be raised to a higher standard. The parents of most of them have been teachers, and the rest, who are generally physically weak, come from the class of working men. The workman's son gets little education at home, and the training of the seminar does not suit him well, because the domestic and social training has not sufficiently prepared him for it. The teacher is mostly half

educated, but rarely thoroughly. University men will have nothing to do with him. He finds nowhere suitable society, and consequently he is isolated. If he places himself on the level of the parents of his pupils, they call him in the country "rusticated," and in the town he is blamed for lowering his profession; if he seeks his own society he is considered proud."

If the title of "Unterlehrer" were given to the young teacher before his second examination, and after it that of "Lehrer," ten years hence that of "Volksschullehrer," and another ten years later that of "Obervolksschullehrer," it would raise him, and decrease his justifiable discontent.

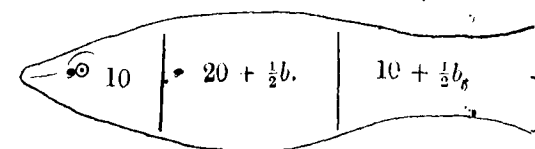
As to the financial question, Massow considers the average salary of 1,000 marks (£50) much too low, considering our present way of living. He is greatly in favour of the "Staatsschule," and he proposes that every school should have its own "Schulvorstand" (governing body) which is to be elected by the parents of the children, and to which will belong the masters, and a representative of the church and the parish. The chairman of this body is to be the District School Inspector, who will choose a second president from the staff of the masters. Every school district is to have also a "Schulausschuss" (committee) elected from the governing body, to which teachers of the district will send special deputies. The mayor, burgomaster and chief medical officer will belong to it, headed by the District school inspector. All clerical school inspection will be excluded.

For every fifty schools, he wishes to have one inspector, a man of the profession. This man will have to pass first the "Seminar," then go to the University to study Philosophy, Theology and Pedagogy, as well as attend medical and hygienic lectures. After having passed an examination theoretically, he will have to teach at first in a country school, then in a town school, after which he will work as an assistant of the school inspector, and finally be attached to a member

the English language, geography, history, civil government and drawing. Some of these subjects, such as object lessons, civil government and drawing receive barely a page each. The subject of object lessons should certainly have had more than a page devoted to it, though we must confess that what Mr. Noetling does say on the subject is correct and to the point. For instance, "By object lessons is meant lessons with objects, not simply about them." This disproportion in the number of pages allotted to the subjects, resulting as it does from an ambitious design of including all subjects connected with pedagogy, might have been avoided had the author omitted such subjects as the Mind, the Human Body, &c. These should form the subject of a separate treatise, or at least should not be dealt with in a book of such limited dimensions as the one before us. The Notes on Penmanship are very good, while teachers will find much help in the suggestions for teaching numbers. These suggestions form, perhaps, the best part of the book. They are accompanied by numerous illustrations especially on the subject of fractions. Such illustrations if well used by the teachers cannot fail to interest the pupils and to divest the subject of the abstract character which generally attaches to arithmetic—especially to Fractions. Here is a specimen problem accompanied by a simple illustration which, simple though it is, is none the less necessary. But how few teachers, in the ordinary way, would avail themselves of it!

Problem:—The head of a fish weighs 10 lbs.; the tail weighs as much as the head and $\frac{1}{2}$ the body, and the body weighs as much as the head and the tail; what is the weight of the fish?

Solution:—Make a sketch of the fish, divide it into head, body and tail, and upon each part place the number given to it in the problem.



The sketch of the body of the fish shows that 20 lbs. and $\frac{1}{2}$ the body is the whole body, but

whatever added to a $\frac{1}{2}$ makes the whole must be the other half; therefore 20 lbs. must be the other half. If $\frac{1}{2}$ the body weighs 20 lbs., the whole of it weighs 40 lbs., and the fish = head 10, body 40, tail 30 = 80 lbs.

Arnold Copy Books I. to X. An easy guide to a good Civil Service Writing, BY F. BETHRIDGE. Macmillan & Co., New China Bazaar St. Calcutta, and Elphinstone Circle, Bombay.

These Copy Books have been specially prepared for India, and we are sure that they have only to be known to ensure their being adopted throughout the country. The handwriting of Indian students is not generally good. The reasons for this are several. The materials used are often very bad—paper, pens and ink all included. Then "little special instruction in writing is forthcoming, and when it is, it is often very faulty. And apart from the writing lesson, pupils are allowed to scribble to their hearts' content in taking 'notes' dictated by the teacher. What are the characteristics of good writing? We answer, they are summed up in the one quality of legibility. If writing does not answer this test, it lacks the one essential element of good writing. Rapidity will follow legibility, sooner or later; and as for beauty and style, they may be left to look after themselves. Caligraphic refinements must give place to legibility and rapidity. We can heartily recommend the series of Copy Books before us. If the instruction of the teacher is bad, or has no place at all, then with due supervision, the pupil will acquire by a course of writing in these books, the qualities of good writing we have indicated. Before all things, they inculcate the great lesson of legibility, the copies given being bold, round, and upright. No. 10 can be specially recommended to those who are studying Commercial Correspondence. The examples all refer to business transactions in India and this should make the book a *sine qua non* in all classes where Commercial Correspondence is taught. We note with pleasure that this particular book No. 10 has been compiled by Mr. A. E. Duchesne, B. A., (Cantab.), Head-master, Chengalroya Naicker's Commercial School, Madras.

Economic Classics. England's Treasure by Foreign Trade, BY THOMAS MUN, 1664, Macmillan & Co. 1895. Price Three Shillings.

This is the fourth volume of Messrs. Macmillan's *Economic Classics*, the earlier volumes of which we reviewed in a recent issue. Mun's *England's Treasure by Foreign Trade* is a book which the student of political economy will do well to look at, for it is the chief expositor of the Mercantile system the fallacy of which Adam Smith successfully showed. Mr. Ashley, as Editor, has given a few details of the life of Mun. The latter was a successful merchant engaged in the Levant trades. In 1615 he became a director of the East India Company which had just been established. He was the author of several works on England's trade with the East Indies. But his fame chiefly rests on his *England's Treasure by Foreign Trade* which Adam Smith said "became a fundamental maxim in the political economy, not of England only, but of all other commercial countries." In the reprint of this work which Messrs. Macmillan have so tastefully executed, the quaint original title-page and license have been reproduced in facsimile. The license runs as follows: "Whitehall, March 24, 1664. Let this Discourse of Trade be Printed. Henry Bennet." The dedicatory letter and the address to Mun's son appear as in the original. The book may well have a place in the library of every First Grade College which has History and Political Economy among its optional subjects.

English Men of Letters for Boys and Girls. Chaucer, Spenser, Sidney, BY GERTRUDE H. ELY. New York and Chicago. E. L. Kellogg & Co.

This is a charmingly written book relating (generally) in simple language all that boys and girls are expected to know of the lives and works of Chaucer, Spenser, and Sidney. It is questionable, however, whether much good is obtained by writing about authors who are far too difficult for young children to read. But if it is advisable for children to become acquainted with the lives of such authors before they are old enough to appreciate their works, then little fault will be found with the choice book before us. The authoress is to be congratulated on the skill she displays in putting forth much solid information and so sound an analysis of the style, form, and power of the works she discusses—and this in language which is generally simple and impressive. In fact we think the language too simple in most cases for the subjects discussed,

and the subjects too difficult for children of the age for whom the book is evidently written. The type is perfect in every respect, while the paper and binding are such as to make it a pleasure to handle the book.

Common Thoughts on Serious Subjects, being addresses to the elder Kumars of the Rajkumar College, Kattiyar, BY CHESTER MACNAGHTEN, M. A., Principal, Rajkumar College. Price Rupees Two. Thacker & Co., Bombay and Education Society's Steam Press, Byculla.

Mr. Macnaghten shows to advantage as a lay-preacher. It is a pity that his plan of addressing his students on Sundays on moral and other subjects is not generally adopted—or adopted at all throughout India. Neither religious nor moral instruction receives any attention in our Government Colleges and schools. Circumstances forbid the first, and opinion is divided as to the advisability of systematically teaching the second. Mr. Macnaghten, as regards his own College, has solved the difficulty in a way highly creditable to himself by inviting on Sundays his students to lay-sermons on such subjects as Truth in word, in deed, in thought; Purity; The Dignity of Little Duties; Kindness to Animals; Health; Time; Co-operation; Personal Influence; Manners; Courage, physical and moral. We have perused many of these addresses with great pleasure. They show their author in full sympathy with his students and ardently earnest for their moral and spiritual welfare—though nothing is said that may offend their religious susceptibilities. Honesty of thought and purpose characterise these addresses, together with a simple eloquence which cannot have failed to duly impress the hearers.

PASUVADYA SANGRAHA:—A Manual of Veterinary Science in Kanarese, BY MR. N. NARASIMHA IYENGAR, of Bombay Veterinary School and Veterinary Surgeon to Mysore Horse. Printed by the Graduates Trading Association Press, Mysore.

This little book of 94 pages is intended for the use of Agriculturists and Stock owners in general. It contains 12 chapters, the first being a general survey of Veterinary Science. The second deals with causes and diagnoses of diseases. Then come seven chapters on causes, symptoms and treatment of various diseases. Chapter X. is devoted to elementary surgery. The eleventh chapter treats of obstetrics and, the book closes

selecting men for clerkships in the Registration Department preference be given to Matriculates that have passed the Intermediate Examination in Commercial Correspondence, provided they write a good hand in English and in the vernacular language of the Registration office concerned. The syllabus prescribed for the examination includes docketing, indexing, cross-referencing, letter-writing, press-copying, the leading provisions of the Negotiable Instruments, Stamp and Companies Acts, besides the postal Regulations and certain mercantile laws and usages.

MR. K. SUBRAMANIA IYER, B. A., the indefatigable Headmaster of the Calicut School of Commerce, has opened a Reading Room for the use of his pupils. *The Phonetic Journal* is already being taken in, and the *Accountant's Journal* as well as Indian and home newspapers are next to be sent for. By and by, an attempt will be made to introduce Technical Education in the School when useful manual trades will be taught.

A TILED shed attached to the Technical Institute, Madura, and a permanent shed for the accommodation of the Normal school boys in the Institute have been completed at a cost exceeding Rs. 1,000 each.

WE hear that Miss Williams, Lady Principal of His Highness the Maharajah's Girls' High School, Trivandram, intends to open an F. A. Class. The prospect is encouraging as two young ladies already seem to have intimated their wish to join the class and as there are several lady matriculates in the town who may very well choose to follow their example. We wish Miss Williams' success in her efforts in the cause of higher education.

ON Saturday the 27th of last month at Thomas' Hall, Tanjore, a meeting of the subscribers to the Fund started in Commemoration of Her Majesty's Jubilee was held, with Mr. C. E. Rawson, the Collector of the District, in the chair. The Collector read a few letters which had been received in response to a notification requesting subscribers to intimate to the Collector their opinions on the best way of utilising the fund. Among the proposals offered were the opening and working of an orphan asylum or of a sort of Poor Boys' Home, the founding of a Christian Boarding College, the transferring of this fund for the purpose of erecting a Tanjore Block in the proposed Victoria Hostel at Madras, and the Kumbakonam Hostel itself. At the invitation of the meeting, Mr. Middlemast, the Principal of the Kumbakonam College, read an outline of a scheme for the erection of a Hostel to be attached to the Kumbakonam College. Mr. Middlemast pointed out that accommodation could be arranged for some 50 students, and that the sum of Rs. 30,000 already collected would be sufficient, if Government could be induced to give a half or one-third grant. After some discussion,

it was settled that the Hostel was intended for all classes of castes, with separate cooking establishments. The Chairman then summed up the proceedings remarking that the general opinion was for the Hostel. A proposition to this effect was formally put to votes and carried.

It is stated that Government has decided not to provide for the library of the Literary Society in the new Public Library on the Pantheon Road but to erect a new building for its accommodation in the compound of the Old College, Nungumbakam. On enquiry we learn that Mr. Irwin, the Consulting Architect, is to draw up a plan and estimate of the proposed new building. But it is a question of cost, and we doubt whether Government will be prepared to meet the expense.—*The Madras Mail*.

NEWS has been received here that Miss Rose Govindarajulu has taken the Degree of M. D. of the Brussels University with distinction. Less than three months ago she took her L. R. C. P. and S. at the Edinburgh University. The Government of Mysore, under whom the lady holds the post of Assistant Surgeon, must be congratulated on the foresight they showed in sending her to Europe to continue her Medical studies.

A CORRESPONDENT from Hoshangabad, Mysore, writes to us:—It is satisfactory to note that a Teachers' Association being a solitary example in the provinces was set on foot in January 1894 and has been working ever since. It has all classes of teachers as its members and concerns itself with the discussion of only Educational subjects. It will be more gratifying to see if some of the members come forward and begin to compile or translate jointly some book on Education for the benefit of vernacular teachers, thereby rendering their services to their profession and to the people in general.

By the special request of some Hindu ladies and gentlemen, the Social Reform Association has arranged for a course of lectures on the Education of little children. After each lecture the principles set forth in it will be illustrated by means of a class of children. Kindergarten stories will be told and games, songs and occupations conducted with the children. Schoolmistresses who are members of the Association of Women Teachers will be admitted free. The first lecture of the course will be given in August.

THE Inspectress of Girls' Schools, Central Circle, in submitting her Annual Report to the Director of Public Instruction wrote as follows about the lectures to Hindu ladies delivered monthly under the auspices of the Hindu Social Reform Association:—"During 1893-94 a new experiment was tried at Madras for the education of Hindu ladies. Under the auspices of

the Social Reform Association lectures were organised for their benefit. The lectures were delivered in Tamil by schoolmistresses in various girls' schools in the town. They were illustrated by slides in the magic lantern, by diagrams and by experiments, and were on the following subjects:—A trip to England, Domestic Economy, Scenes in Scotland, Switzerland and Italy, the Earth, the Moon, the Solar system, the Management of children, and Nursing the Sick. A small admission fee was charged and the lecturer received an honorarium for each lecture. The smallest audience numbered seven Hindu ladies, the largest forty, and the average was twenty. Many of the ladies were members of the Home Education classes, and the lectures are to a great extent a development of the classes which have prepared the way for them. In reviewing the Report, the Director of Public Instruction has placed on record his appreciation of the work done by the Hindu Social Reform Association in this direction in the following words:—"The Director has read paragraph 37 of the Inspector's Report with special interest. In his opinion the Social Reform Association has adopted the most practicable means for the education of Hindu women. The subjects selected for lectures were suitable, varied and interesting, and the meetings may be considered to have been well attended under the circumstances. It is hoped that the institution will yet further improve in popularity and usefulness. A more detailed account of it should be given in the next Report." We congratulate the Hindu Social Reform Association on the good work it has done in promoting the cause of female education by means of these useful lectures.

The Senate of the University of Madras has re-elected the Rev. Dr. Miller for nomination as its representative on the Madras Legislative Council, his election being proposed by the Hon'ble Mr. Justice Shephard and seconded by the Hon'ble Mr. V. Bhashyam Iyengar. Dr. Miller secured 26 votes, the only other candidate being Mr. Adam who secured 17 votes.

The accommodation at the College of Civil Engineering being found inadequate for the increased number of pupils attending it, the Madras Government has accorded sanction to the preparation of the necessary plans and estimates for improving the accommodation. Until the enlargement takes place, the examinations of some of the classes will be held in the Senate House.

With the view of advancing education amongst the Moplahs of the Ernad and Wavumad taluks of the Malabar district, Government has decided upon largely increasing the number of primary schools in these two taluks, the cost of the necessary measures being met from Provincial funds. A scheme in detail, drawn up by the Director of Public Instruction has received the approval of Government, and will be formally sanctioned on submission of the neces-

sary proposition statements for the establishments required. The two above-mentioned taluks are those in which outbreaks of fanaticism are of most frequent occurrence, and as coercive legislation seems to have failed in the result desired, it is perhaps as well that Government has decided upon trying the effects of education as an additional antidote to fanaticism. It is to be hoped that the experiment may prove a success.

The examination for admission into the Provincial Civil Service commenced on the first of this month at the Presidency College.

The appointment of "Education Secretary," Mysore, has been abolished, and the Department of Education is added as a Secretariat Department under the General Secretary. Mr. H. J. Bhabha is appointed 'Inspector-General of Education in Mysore.' His salary will be the same as at present, and in the list of Educational Officers, his position will be the present one of an officer of Class I, A—Superior Officers. Except as otherwise expressly provided, the powers and duties of the "Inspector-General of Education" will ordinarily be those of a "Director of Public Instruction" in a British Province. A list of these powers and duties will be issued in due course for the guidance of all concerned.

A meeting held at Salem on the 29th of last month of about a hundred of the leading merchants and landholders of Salem and the district "to consider the subject of forming an educational Committee for furthering the educational interests of the Salem district," the following resolutions were carried unanimously:—1. That a Committee be formed called the Mahomedan Educational Committee for the Salem District; 2. That the Committee should consist of 15 gentlemen named from the different taluks, and that Mr. Sundaram Pillai, B.A., should be its chairman; and 3. That Messrs. Azizuddin Sahib, Sundaram Pillai, and Perrett should be asked to frame rules for the Committee's guidance.

A PUBLIC meeting was held on the 7th instant at the Presidency College in connection with the Presidency College Literary Society, when Mr. S. Sathianathan, M.A., LL.B., Professor of Philosophy, Presidency College, delivered a lecture on "The Greek and Indian systems of Philosophy, a comparison and a contrast." The Hon'ble D. Duncan, M.A., D.Sc., Director of Public Instruction, presided.

We are glad that steps are being taken to commemorate in some fitting manner the services of the late Mr. H. B. Grigg. The following circular is going round with Dr. Duncan's signature:—"Many of the friends of the late Mr. H. B. Grigg, C.I.E., both in this country and in England, are desirous that steps should be taken to commemorate in some fitting way the pre-eminent services he rendered to Southern India; to testify to the esteem in which he was held by all classes of the community as a

public servant whose enthusiasm for, and devotion to, the good of the people have been rarely equalled, and never excelled; and to give expression to the feelings of affection with which his name is cherished by those (and they were not few) who had the privilege of enjoying his friendship, of being recipients of his kindness, and of having their thoughts elevated and their lives made better by the influence of his lofty example."

The following is the programme of the Presidency College Literary Society's lectures for the second session of 1895:—26th August, Monday, Sur.-Capt. G. G. Gifford, The Value of Medicine to the State. 2nd September, Monday Mr. C. Krishnan, B.A., Barrister-at-Law, Growth of Plants (with illustrations). 16th September, Monday, Rev. E. M. Macphail, M.A., B.D., Binetallism. 23rd September, Monday, Mr. John Adam, M.A., Barrister-at-Law, Copiah, operation *versus* Communism in India. 7th October, Monday, Dr. W. H. Wilson, on a Chemical subject, (illustrated with experiments). 14th October, Monday, Surgeon-Major John Smyth, M.D., Heredity.

BOMBAY.

This year's list of the Cambridge Mathematical Tripos contains the name of Mr. Ardesir Kaikhosru Cama in the position of 21st Wrangler. Mr. Cama's University course in Bombay was unusually distinguished. He passed the Matriculation Examination nearly at the top of the list in 1888 and joined St. Xavier's College, and while a student of that College he passed the Previous Examination in the 1st class in 1889 and the 1st B.A. Examination in the 1st class in 1890. He then migrated to Elphinstone College, read mathematics under Professor Hathornthwaite, and took a 1st class in the B.A. Examination of 1891. Acting under Mr. Hathornthwaite's advice he entered at St. John's College, Cambridge, in October 1892, successively won a minor and a foundation Scholarship, and has now achieved the brilliant success of being 21st Wrangler. In 1892 the Gilchrist Scholarship of £200 per annum for three years was awarded to him by the University of Bombay. He is the first native of the Presidency and the first student of Elphinstone and St. Xavier's Colleges who has taken a 1st class in a Tripos at Cambridge.

In the course of a lecture on "English Hegelianism," which was delivered at the Deccan College on Saturday the 13th of July by the Rev. J. H. Mackay, the lecturer mentioned an interesting incident. Mr. Mackay said that Professor T. H. Green, the celebrated Professor of Moral Philosophy, who exercised such an influence upon successive generations of Oxford men, was once almost on the point of coming to Bombay. He was offered the editorship of the *Times of India* through Sir Alexander Grant, and was anxious to come, but obstacles intervened, and the scheme fell thro.

The annual report of the Alexandra Native Girls' English Institution has just been issued in pamphlet form. It is noteworthy that, although the institution is open to all the different native communities, only Parsees take advantage of it. The Directors of the school claim for it that it is in the first rank of educational establishments, affording a high-class general education in all branches of useful knowledge and training suitable to young ladies. The present Lady Superintendent of the Institution is Miss Hunt, whose brilliant college career, which closed by her becoming the first lady Master of Arts of the Bombay University, is sufficient guarantee of her fitness for the post. We are glad to wish the institution under the able management of the Superintendent and the Directors ever-increasing success.—*Times of India*.

In connection with the 'Students' Brotherhood' which holds its classes every Sunday morning in the Prarthana Mandir, for the purpose of imparting moral instruction to young students who form the members of the Brotherhood, a short-hand class has been opened, where tuition in Pitman's system of phonography will be given free of charge. This the Brotherhood has been enabled to do through the kindness of a philanthropic gentleman who, at his expense, has placed at the disposal of the Brotherhood, the services of an experienced teacher in phonography.

We are told that as a result of the scheme for compulsory education introduced in the Baroda State 94.7 per cent. of the children of school-going age are attending schools.

MISS HELEN LAWDER, daughter of Mr. C. Lawder, Superintendent of the Sailors' Home, Bombay, who was a graduate of the Grant Medical College, and took her L. M. & S. degree at the Bombay University towards the end of last year, and also won the Gold Medal of the College for Surgery, has just succeeded in taking the L. R. C. P. at the Edinburgh University, she having previously obtained the M. D. degree at Brussels.

St. Xavier's College has suffered a great loss by the death of Father Hamilton, S. J., Professor of English, which occurred at the age of fifty-six on the 26th of last month.

The Lord Harris Memorial Committee has resolved that the memorial do take the form of a building or buildings to be erected in Bombay for the purpose of primary education, and be named after Lord Harris; and that a life-size portrait in oil of his lordship be procured. It was further resolved that the Chairman and Secretaries be authorised to carry out the resolution and requested to secure the co-operation of the Joint Schools Committee, with a view to secure further pecuniary assistance in such manner as they may think fit. The memorial fund amounts to Rs. 45,000.

BENGAL.

At the instance of the Calcutta University Union, a meeting was held on Friday, the 13th July at the Albert Hall to express sorrow for the untimely death of Baboo Krishna Bihary Sen, M. A., Rector of the Albert College. There was a large attendance, consisting chiefly of the students from the various local colleges, and the chair was occupied by Dr. Rash Behari Ghose. The chairman opened the proceedings by reading a letter from the Rev. Mr. Whitehead, sympathetically expressing his inability to attend the meeting owing to another pressing engagement. Dr. Ghose then went on to say that they had met together for the purpose of expressing their deep sorrow at the death of one of the foremost men of their community. The deceased, he said, was a gifted member of a particularly gifted family. Whatever he put his hand to, he accomplished in a manner which was perfectly exemplary. The following resolution was then moved by Principal Nilmony Mukherjee: That this meeting desires to express profound regret at the untimely death of Baboo Krishna Behary Sen, M.A., Rector, Albert College, and the loss the educational cause has sustained in his death. They express also their sympathy with the family of the deceased. The motion was seconded by Baboo Norendro Nath Sen, and carried unanimously. The next resolution on the programme, "That a copy of the above resolution, together with a letter of condolence signed by the Chairman of this meeting, be forwarded to the family of the deceased," was put to the meeting by the Hon. Mr. A. M. Bose, and carried *non. con.* Several other gentlemen also spoke at considerable length, and the meeting closed with a hearty vote of thanks to the chair.

Mr. A. M. Bose, Barrister-at-Law, has been elected to the Bengal Legislative Council as the representative of the Calcutta University by a large majority, 93 members of the Senate voting for him, while 67 voted for Rai Rajkumar Sarbadhikari, a Vakil of the High Court, Editor of the *Hindu Patriot*, and Secretary to the British Indian Association. Mr. Bose had once before been a member of the Council.

The Council of the National Indian Association of London has issued an appeal for support to the Education Fund of the Association signed by Lord and Lady Hobhouse, Sir and Lady Steuart Bayley, Lady Lyall and others in which we find the following mention of Babu Sasipada Banerjee's Hindu Widows' Home which has been doing good work at Baranogore near Calcutta.

"ONE institution that has been considerably assisted is the Home for Widows at Baranogore near Calcutta founded and managed by Mr. Sasipada Banerjee and his wife. Its purpose is to give such training to young widows as will prepare them to become teachers, or for maintaining themselves in some other line of independence. Many widows

who would otherwise have spent their lives in aimlessness and under neglect, have by means of this Home learnt to undertake responsible and serviceable work. Its arrangements are adapted to the customs of the people and the boarders are treated as members of one family. At present there are about thirty widows and young girls as inmates. They share domestic duties and also attend an elementary day-school which is in the same compound and which affords facilities for the moral training of the more advanced pupils. The position of the Hindu Widows has lately aroused much sympathy in England and the Council hope that practical expression will be given by many to their feelings of commiseration in contributing to the support of this valuable and unique institution. For the small sum of £8 a year (at the present exchange) one widow can be maintained, instructed and trained in the household occupation. Mr. Banerjee's countrymen are beginning, though slowly, to show approval of his philanthropic efforts, but the interest taken by the English people in the Home will greatly tend to strengthen it in native appreciation."

A LEE Memorial Fund has been started in Calcutta and Mr. Ritchie is taking charge of subscriptions. It is proposed to have a portrait of Mr. Lee either in the Town Hall or in the Municipal Office, and to do something that will perpetuate Mr. Lee's memory in connection with athletic sports in Calcutta, as, for instance, to found a challenge-trophy to be competed for at the Annual Sports for Natives of Bengal, and to be open to all schools and colleges.

The Jay Gopal Vasu Malik Scholarship of 1895 of Rs. 3,000 per annum tenable for four years, has been awarded to Mr. Satyendra Nath Sen, of the third year class, Presidency College, Calcutta. The young man intends to compete for the Indian Civil Service and embarks for Europe this month.

MR. GANENDRA NATH GHOSE, a brilliant scholar of Dacca, has passed and obtained the degree of M. D. U. S. A. at the Homeopathic Medical College of Philadelphia.

NORTH-WEST PROVINCES.

The Kayastha Pathshala of Allahabad has been raised to the status of a college. For the present the first and second year classes teaching up to the standard of the Intermediate Examination in Arts of the Allahabad University were opened last month. The tuition fee is Rupees three per mensem for the first as well as the second year class. An effort will be made to open also law classes before long.

We are highly pleased to note among the successful candidates at the last M. A. Degree Examination of the Allahabad University a Bengalee lady named Miss Singha. She has come out very creditably in the first division in English, standing

with a short—rather too short—chapter on the management of cattle in health and disease. As good fodder is very essential both to healthy cattle and to those suffering from disease, a few hints on fodder, its preservation and preparation of silo would have enhanced the value of the book to a great extent. The author would have done well if he had given the native method of treatment of several diseases compared or contrasted with those that are given in his book.

The volume under review is written in a very clear and simple style and we are sure will be very easily understood by those for whose special benefits it is intended. It is the first of its kind in Kannda, and the author deserves every encouragement for his enterprise and energy. We should like to see the book in the hands of every stock owner who has the welfare of his cattle at heart.

PRANISASTRA:—*A Hand-book of Natural History in Kannda*, by MR. P. RAGHAVENDRA RAO, B. A., B. L., Assistant Tutor to H. H. the Maharaja of Mysore. Printed by the Graduates Trading Association Press, Mysore.

This is a book of Natural History, and is the first of its kind in Kannda. It is divided into fifty lessons, devoted to as many familiar beasts, birds, insects, &c. Each lesson (with two or three exceptions) has an illustration and is divided into six sections describing the habitat—general features, qualities and habits, bodily structure, method of capture, and domestication, and utility of animals.

At the end of the book a general Zoological classification is given.

There are very few typographical errors and the language of the book, with the exception of a very few words and expressions, is very clear.

VANASPATHI SASTRA:—*A Hand-book of Vegetable Kingdom in Kannda*, by LUCKDOOR SOORA RAO, late Assistant Master, Normal School, Mysore. Printed at the Graduates Trading Association Press, Mysore.

This is a companion volume to the above (Pranisastri) and treats of the Vegetable Kingdom. About fifty trees and plants which supply articles required in every-day life for food, clothing, arts and industries have been chosen and are arranged in systematic groups. The habitat, the description of plants, the varieties which they present,

the method of cultivation, the time of sowing and reaping, the diseases to which they are subjected, the economic uses to which they are put, and other interesting details are given very correctly and in a simple style.

There are only a very few illustrations, and we hope a larger number of them will be used in the next edition. A short outline of the Vegetable Kingdom is given at the end of the book. This can also be improved and enlarged to a certain extent.

Both books mark a new feature in the History of Kannda Literature—which cannot boast of any other book of the kind. They supply a real want in the Taluq and Hobli Schools. For home and Zenana reading they are eminently suited. We can heartily recommend the books to the public.

Physiology for beginners, BY M. FOSTER, F. R. S., AND LEWIS E. SHORE, M. D. Macmillan and Co., London.

This book, though written by Dr. Shore, has been supervised by Dr. Foster, whose name is already known to the Indian student through his primer of Physiology. The work is intended to serve as an introduction to the excellent text-book of Physiology by Dr. Huxley. It looks strange that the authors should have thought the smattering of physical and chemical information given in the first chapter of the book sufficient for understanding physiological processes. We believe this chapter may be omitted without detracting from the merit of the book, which is excellent in other ways. The experimental method is largely followed, and we fear that this, though the best reason for its introduction into schools, will make it unsuited for the Indian schools, where almost no experiment is shown in the teaching of physiology. But the diagrams in the book are so many and so good that they will to some extent remedy the above-mentioned defect.

Laurie's Manuals of Instruction: Physical Geography. London, THOMAS LAURIE, Educational Publisher.

It is an attempt to set forth within 100 or less than a hundred pages a good account of the leading facts and principles of Physical Geography. It is difficult to say a book of its size and aim could have been better. Students who are studying

of Preceptors Examination. The schools in the former class are 84 in number, and all of them except two favoured the Board with detailed returns. It appears that out of the 84 schools 22 (7 boys' schools and 15 girls' schools) charge higher fees, and 62 (37 boys' schools and 25 girls' schools) charge lower fees. The number of boys receiving education in the schools is put down at 10,638 and the number of girls at 8,234—making a total of 19,072. Of these 7,390 are under 13 years of age, 9,459 are from 13 to 16, and 2,043 are over 16. Of the 360 private or semi-private schools 126 furnished returns. The 126 schools are made up of 46 for boys and 80 for girls. They contain 3,466 boys and 3,641 girls—a total of 7,107. Of these 4,359 are under 13 years of age, 2,145 are between 13 and 16, and 603 are above 16. Thus in the 210 schools in both sections there are 14,304 boys and 11,875 girls—a total of 26,179.

SIR JOHN GORST succeeds Mr. Asquith as Vice-President of the Committee of Council.

THE *London Journal of Education* learns on good authority that the Council of King's College are preparing to open next month a department for the Training of Teachers for Secondary Schools. The Council propose to combine the more strictly pedagogical training with the preparation for the London University B. A. Degree, and in consequence to extend the course over two years. To secure that those who enter this Department are qualified to commence their technical training, they require that the students before admission shall have passed the Intermediate Examination in Arts or some equivalent examination. Not the least of the advantages that King's College can offer is the detailed instruction in the art of teaching which the professors propose to give each in his own subject. The fees are fixed at a moderate scale, and exhibitions in the form of a reduction of fees are offered for competition.

SLOWLY, but surely, the women of Germany are gaining ground, in their struggle for academic rights and privileges. From Marburg news comes of a young Austrian lady who has received permission to attend lectures in the faculty of philosophy. This is the first instance at the University in which such permission has been extended to a woman.

MEASURES have been completed for the establishment of an institute to fill a gap in the educational system of Vienna. The object of the Akademie für Damen is to give to growing-up women—the lower limit of age is placed at sixteen—the same training as has been supplied by the Viktoria Lyceum of Berlin for the last quarter of a century. The duration of the lecture courses is limited, in the first instance, to the winter term, October, 1895, to winter, 1896. Among the subjects to be dealt with are History of Aesthetics of music, an introduction to the study of works of art, the primitive history of man, plant-life, stone-life, and hygiene.

PROFESSOR DAVID MASSON has resigned the Chair of Rhetoric and English Literature at the Edinburgh University, which he held for the past thirty years.

THE most important question under discussion at Oxford is the admission of women to the degree. The work of deliberation on the subject is at present entrusted to a Committee of Council, of whose labours nothing will be officially known until they find issue in a report to Council, which will lead to a draft statute. It will be sometime before the committee will begin to hear evidence, and it is believed that the evidence taken will be wholly or mainly of ladies. The question will not come on in Congregation till January next, and will not be settled before the middle of next year.

THE Chair of Logic at the Glasgow University, rendered vacant by the death of Professor Veitch, has been given to Professor Adamson, who succeeded in 1893 the late Professor Minto as Professor of Logic at Aberdeen.

THE new charter granted by the Privy Council to the Senate of Durham University has now been issued. The principal recital empowers Convocation to grant degrees (degrees in Divinity alone excepted) to women, but that no female graduate of the University shall be a member of Convocation unless and until such Convocation shall have passed a regulation for the purpose of removing the disability in question.

VICTORIA University has followed the prevailing fashion by dispensing her first batch of honorary degrees. The recipients of honours are the Duke of Devonshire, Lord Derby, Lord Kelvin, the Marquis of Ripon, and the Principals of the affiliated colleges at Manchester, Liverpool, and Leeds. Lord Spencer, Chancellor of the University, spoke of the important influence of the University in the northern counties of England, and of the great progress it was making.

IN consequence of the increase in the attendance of women students at the University College of North Wales, further accommodation is being provided for their residence. A freehold site has been acquired in a fine position in Upper Bangor, commanding a view of the sea and mountains, and plans for the erection of a hostel to accommodate fifty students have been adopted. It is hoped the new building will be ready in September, 1896. Meanwhile the Hostel Company have secured a second house close to the first site, where from twelve to fourteen additional students can be received during the Session 1895-6. Of the present women students, several propose entering upon the degree courses of the new University of Wales.—*The London Educational Review.*

for the last one or two years of his life. We hope that the good people of Travancore will see the advantage of not persisting with their separate scheme, but will unite with those of Madras in promoting a single memorial which shall be worthy of the memory of a public servant whose untimely end we all equally deplore.

We lately commented on the fact that the Government of the N.-W. Provinces had recently issued an order directing that fees in all Government Colleges in the United Provinces should be gradually raised. We now publish the Government Order for the benefit of our readers.

Office of the Director of Public Instruction, N.-W. P. and Oudh.

DATED ALLAHABAD, 15th March 1895.

1. Under orders conveyed in G. O., No. 63/111, 692, dated 4th February 1895, the rate of fees levied in Government Colleges will be raised annually by an increment of Re. 1 per mensem, with effect from 1st July 1895, up to the following maximum:—

For first and second year or Intermediate classes:	Rs. 8 per month.
For third and fourth year or B. A. classes	Rs. 10 per month.
For the M. A. class	" 12 " "

2. His Honor the Lieutenant-Governor and Chief Commissioner is also pleased to direct that it shall be a condition of the Government grant-in-aid to aided colleges that the fees at present in force shall be raised by annual increments of Re. 1 per mensem from the 1st July 1895 until they represent 75 p. c. of the maximum rates herein prescribed for Government Colleges.

3. An Entrance fee of not less than Rs. 2 shall be levied in Government and aided arts colleges.

Principals of colleges may admit students at half rates on the score of poverty up to a limit of 5 p. c. on the total numbers on the rolls of the college. Students so admitted to the Intermediate, B. A. or M. A. classes must have passed the Entrance B. A.

or Intermediate Examination in first division. No students who hold a Government scholarship will be admitted to the benefit of this rule.

(Sd.) T. C. LEWIS.

Director of P. I., N.-W. P. and Oudh.

Dissatisfaction with this order is still rife in the North. We cannot help thinking that though the Order is in accord with the declared policy of Indian Government that higher education should be made as self-supporting as possible, it would have been better if the Local Government of the N.-W. Provinces had not itself taken the step it has. For education in the N.-W. Provinces is not in the same advanced condition as it is in Bengal, for instance. Yet no College in Bengal, except the Presidency College, charges so high a fee as Rs. 8. Graduates abound in Bengal. In the N.-W. Provinces they are comparatively rare. And as we have often before remarked the students of our Indian Colleges do not include all those who belong to the wealthy classes; on the contrary, students from the wealthy classes are unfortunately the exception. It is for the authorities in the N.-W. Provinces to ascertain whether the increased fees will prove prohibitory, and a deserving class of students made to suffer. Should the enhanced fees prove to be prohibitive to such, we have no hesitation in saying they ought at once to be reduced. We have no sympathy with eleemosynary education, especially for such as have not merit—but only poverty as their qualification. But an education which costs between Rs. 8 and Rs. 12 per mensem is far from being eleemosynary to any but the very wealthiest.

In looking through the interesting Report of the Palghat College for the year 1894-95, we were particularly struck by the fact that in

the subject for examinations are sure to find this book very helpful. The book contains a few illustrations, and is enriched with numerous questions and exercises.

Le Malade Imaginaire, BY MOLIERE, EDITED BY G. E. FARNACH. London, Macmillan, & Co., 1895.

It is quite needless to say that the appearance on the title-page of the name of the accomplished editor of Messrs. Macmillan's *Foreign School Classics*, is more than sufficient guarantee for the value and excellence of the work under review. The value of this edition of Molière's famous masterpiece is greatly increased by the inclusion of two extracts in criticism of the drama from two eminent French critics, and by the short biographical notice in English by the editor which is put at the beginning of the book. The notes are very full, and explain clearly all difficulties which the mere use of a dictionary and a grammar will go very little way towards solving.

Notes on the First Book of Euclid, BY M. KRISHNASAMY CHETTY, Madras. The Memorial Press, Thambu Chetty Street, 1895. Price Three Annas.

This is a modest little book which, considering its contents, its get-up and price, is marvellously cheap. It contains notes on all important points in every definition, postulate, axiom and proposition of Euclid, Book I. Students and teachers alike will find the book extremely useful.

We have received a Souvenir of the Golden Jubilee of St. Joseph's College, Trichinopoly, in the shape of a neat pamphlet containing an account of everything which went to make the occasion of the Jubilee last Easter so great a success as it was. There are doubtless many of those who were present on that occasion who will be glad to avail themselves of the opportunity of obtaining in so convenient a form an account of the Jubilee proceedings.

Educational Intelligence.

MADRAS.

MISS JUPE, who was sometime ago the Head Mistress of one of the Maharajah of Vizianagram's Girls' Schools in Madras, has been appointed as Superintendent of these schools in the place of the late P. Vijiarunga Mudaliar. The new Superintendent will get a monthly salary of one hundred rupees and will have to devote four hours at least every day to the work of supervision, which will entitle her to Government grant.

THE Girls' School in Shivagunga which was abolished some time ago for reasons best known to the Zamindar and his advisers, has, we are glad to learn, been revived on the recommendation of Mr. Sreenivasa Iyer, B. A., the present Headmaster of the High School.

THE Government of Mysore has granted a scholarship of the monthly value of Rs. 25 to Mahomed Zohiruddin Mekki, B. A., to study for the Bar at the Law College, Madras. The scholarship commences from the 1st April 1895.

REPLYING to a letter from the Joint Honorary Secretaries, Devaraj Bahadur Charity Fund, the Government of Mysore have ordered that the unappropriated balance of Rs. 2,500 shall be devoted as follows:—Three-fourths to be spent in providing scholarships for the pupils of the special widows class to be opened in the Maharani's School, and one-fourth on the improvement of Sanskrit and Vernacular literature.

THE Government of Mysore has sanctioned the erection of an apparatus for the generation of gas for the use of the laboratories of the Central College, Bangalore, at a cost not exceeding Rs. 7,000.

THE Library attached to the Christian College, Nagercoil, and which had been a lending library for the last two years is converted into a merely consulting library. The Principal of the Institution was obliged to take this step because some of the students took it into their heads not to return the College books after leaving College; and as a consequence the Principal had often been forced to write to the employers of these delinquents in order to recover the books from them.

THE Inspector-General of Registration, Madras, paid a visit to the School of Commerce, Calicut, in April last and ascertained by personal inspection the kind of instruction imparted to students of the Commercial Correspondence class. In response to a representation from Mr. K. Subramania Aiyar, the Headmaster of the School, he has now been pleased to issue a circular to the District Registrar that in

second in order of merit. Miss Singha is the second lady M. A. of the Allahabad University, the first being Miss Sarat Chakravarti, another Bengalee lady, who took her degree a couple of years ago.

At a recent meeting of the provincial Legislative Council H. H. the Officiating Lieutenant-Governor took occasion to justify the recent enhancement of the College fees. "The course adopted," observed His Honor, "was resolved upon after prolonged deliberation, and the standard aimed at is being introduced very gradually, and with the fullest consideration for those who are affected. The standard which we have in view is that which is held to be barely adequate in the Punjab and is much lower than that of Bengal, and there seems to be no reason why students in these provinces should not pay as high fees as those paid in the Punjab."

THE Arya Samaj of Bareilly has opened a High School there.

As the first fruits in the Examination hall of the new movement towards a practical education in the N.-W. Provinces, thirty-two candidates from the Agricultural School in Cawnpore have passed the examination in Elementary Physics and Chemistry and in Agriculture with Surveying. Of these five are set down as Brahmans.

PUNJAB.

THE following course of lectures was delivered during the summer session in connection with the Punjab Science Institute:—July 10, 'Light' by Lala Balak Ram, M. A., in Punjabi; July 11, 'Electricity' by Lala Shadi Lal, M. A., in Urdu; July 12, 'Chemistry of a Candle Flame' by Lala Kanwar Sen, B.A., in Urdu; July 15, 'Magnetism' by Lala Kushi Ram, M. A., in Urdu; July 18, 'Electricity—what can it do for us,' by Lala Ruchi Ram Sahni, M.A.

THERE is a proposal of starting a private Female Normal School at Meerut, to remove the incapacity of female teachers.

A Girls' School will shortly be opened by the Hissar District Board at Lahore.

A well-attended meeting was held on the 10th of last month at Amritsar in front of the Sant Ram Pustakalaya for the purpose of opening the Sant Ram Mahavidyalaya. The Deputy Commissioner and almost all the leading men of the city were present on the occasion. Some Pandits addressed the meeting in Sanskrit on the uses of Sanskrit learning. Pandit Din Dayal Sharma, Secretary, Bharat Dharma Mahamandal, explained the object of the Mahavidyalaya founded by Lala Sant Ram Shikarpuria solely at his own expense, and announced on behalf of the founder that a sum of Rupees four thousand had been set aside for the expenses of the ensuing year, under

the management of a Sub-committee, this sum being part of the interest on the capital which the founder has endowed for the Mahavidyalaya and which, though not yet announced, is believed to be not less than a lac. Mr. Kensington, the Deputy Commissioner, also spoke a few words and praised the generous donor for having opened such a useful institution for imparting Sanskrit education.

At a meeting of the Syndicate of the Punjab University held on the 25th July it was resolved to confer the degree of Doctor of Laws, *honoris causa*, on Sir William Rattigan, late Vice-Chancellor of the University.

FOREIGN.

"SYSTEMATIC training in economic and political science, and the promotion of original investigation and research," are the avowed objects of the London School of Economics and Political Science, which will begin work in October next. It will be organised to meet the needs of different classes of students. In the lectures on higher commercial subjects, and the classes in connection with them, students will be trained to acquire a wide knowledge of modern commercial conditions. Students who have already some acquaintance with economic or political science will be given facilities to pursue their studies under the direction of experts. The special aim of the school will be, from the first, the study and investigation of the concrete facts of industrial life and the actual working of economic and political relations as they exist, or have existed, in the United Kingdom and in foreign countries. With a view to the convenience of persons engaged during the day, the lectures and classes will usually be held between six and nine, but students will be able to pursue their studies during the day time under the supervision of the director of the school and other members of the staff. The school will be open to men and women alike.

PRESIDENT LOW, of Columbia College, has given a million dollars to build a new library for the College and to found no fewer than thirty-three scholarships. The gift is in memory of his father, whom he describes as "a merchant who taught his son to value the things for which Columbia College stands." President Low graduated at the College in 1870. Mr. W. C. Schermerhorn has also presented 300,000 dollars to the help of the natural science faculty of the College.

THE Technical Education Board of the London County Council have recently published a set of tables embodying the results of detailed inquiries recently made as to the provision that exists in London for secondary education. Forms were sent (i) to all the public secondary schools and to proprietary schools on a public basis, (ii) to all private semi-private schools which appeared in the college for of the London Matriculation and the 1895, we were Cambridge Local Examination and at last struck by the

Reading Room, two brothers, after studying at the College for some five years, had paid in a sum of Rs. 200 to the Municipal Funds to purchase books for the encouragement of reading. Such an example of generosity on the part of College students deserves to be widely known and copied. It is also noteworthy that the gift of these brothers is to take the shape of books. It is not every student who can afford to give such a sum, or indeed any sum, for the good of his College and fellow-students. There are many, however, who could well afford to show their gratitude in a substantial manner. Indian students are often charged (sometimes too readily we think) with ingratitude and with little love for learning for its own sake. The Report of the Victoria College, Palghat, affords a refreshing reminder that critics of Indian students may be guilty of too sweeping generalisations.

* * * *

The *Hindu* in its leading article of the 17th ultimo, comments on the remarks of Mr. Malhari Rao on the subject of Female Education in the August number of this *Review*. The views expressed by the writer are those which have already been, or are about to be, expressed by Mr. Malhari Rao in the pages of the *Educational Review*. It is evident, therefore, that the writer of the article in our contemporary was not aware that the article on which he based his remarks was only one of a series of articles which are appearing in our columns on the subject of Female Education. Otherwise, he would have known that Mr. Malhari Rao had already expressed his opinion that although a Hindu girl's education was generally considered to be complete if she were brought

up with a satisfactory knowledge of domestic duties, there were "instances of Hindu girls, chiefly Kshatriya girls to whom writing was considered by no means an unbecoming accomplishment." There are other indications in the able editorial of our contemporary that the writer of the article in question has done Mr. Malhari Rao a slight injustice by not reading his previous contributions on the subject of Female Education to the pages of the *Educational Review*.

THE PROPOSED TEACHERS' ASSOCIATION FOR MADRAS.

We have been asked to express our opinion on the subject of the desirability of starting a Teachers' Association for Madras. We acquiesce, but with some diffidence; not because we doubt the wisdom of establishing such a Society, but rather because, having had the subject at heart for some time past, we have already seized every opportunity to make known our views on this question.* However, if by any words of ours, whether reiterated or not, we can in any way further so good a cause, we are only too pleased to offer a few suggestions on the subject.

It is gratifying to see that at last the importance of starting a Teachers' Association for Madras is coming to be generally acknowledged. There is the less occasion, therefore, to dwell at length on the necessity for forming such an Association. India is now one of the few civilised countries in the world where societies for the benefit of teachers and teaching do not exist. There can be little doubt that their formation throughout India will do an immense service

* In the February number of this *Review* the subject was discussed at some length, and at other times in our Editorial Notes.

to the cause of Education generally and to the teaching profession in particular. In whatever countries they exist, such services have been rendered. Just as it is beyond question that the condition of workmen within the last fifty years has been materially improved through the agency of combination, so proof is not wanting that where teachers have combined certain tangible results have followed. These results have benefited either the position of teachers in particular or the general cause of Education according as the former or latter object has been the prominent feature of such Associations. As a matter of fact, the pursuance of either object must indirectly affect the other. But it is instructive to notice how either or both objects have been attained in different Associations having avowedly different objects in view. In England, the National Union of Elementary Teachers has for the last twenty-five years steadily kept in view as its primary object the material improvement of the position of the elementary teacher. It needs but to compare the position of elementary teachers in England at the present day with what it was a quarter of a century back to see how marvellously that object has been attained. A corresponding improvement has taken place in elementary education in England during the same period, and so far as elementary education is concerned, England runs even Germany very closely. But this result is not to be credited to the National Union of Elementary Teachers. It is true the Union has discountenanced the employment of untrained teachers, but that has been (just as in the case of the Trades Unions) more with a view to restrict the number of employees than to further the cause of education. The result to which we have referred is almost wholly due to the enlighten-

ed policy of the Education Department. There is also in England a Teachers' Guild for middle-class and secondary teachers. We may say that the first object of this Guild has been to bring about improved methods of teaching through the agency of more efficient teachers. Accordingly, papers on educational methods are discussed at its meetings, and its support has been given to the special training of secondary teachers. There can be no doubt that ultimately such a policy must tend to improve the present most unsatisfactory condition of secondary teachers in England. And this object will be attained the sooner when the suggestions of the Commission on Education, with a view to mending the present disorganised state of secondary education, have been adopted. In the United States of America there are numerous Associations of teachers. Their chief object is the furtherance of professional intercourse and improved methods of teaching. Criticism of departmental policy and agitation for securing a higher social status are, as a rule, left severely alone. Whether the actual teaching of the American teacher corresponds to any great extent with the high ideal which he or she places in the foreground may perhaps be doubted. If it does not, there are certain special causes which will account for the discrepancy, but into which we cannot enter in the present paper. In Germany, so far as we know, the Association of teachers judiciously combines the double object of looking after the material welfare of its members and of discussing educational methods.

Why should not such double object be the aim of any Teachers' Association founded in India? It will be admitted on all sides that both the educational methods employed in this country and the position of our teachers

need improvement. Teachers' Associations, if rightly conducted, will effect such improvement. But while we should regret to see the machinery of such Associations devoted exclusively to what we may call the 'politics' of education, we think it would be a fatal mistake to confine the attention of the members solely to the subject of educational methods. Model lessons and papers how to teach specific subjects are all very well in their way and are really an indispensable part of the machinery of a properly organised Association. But something more is wanting if such a society is to prove a success. Interest will be sure to fall off if questions generally affecting the profession are not to be discussed. Captious criticism of the Education Department is not to be encouraged, but there are many questions which if discreetly discussed will be of benefit both to the Department and to the profession. Why should not school teachers discuss such questions as that of the Education Rules, authorised and unauthorised text-books, the suitability or otherwise of the programme of studies, the means, official or otherwise, for securing moral discipline, time-tables, the appointment of teachers, &c. Who are better qualified to express an opinion on such matters than the teachers themselves? Why should not College professors and lecturers discuss the curricula of the University, the measures necessary for drawing closer the bond of union between the University and its affiliated Colleges, for giving each affiliated College an adequate voice in those decisions of the Senate and Syndicate which arrange, in many cases, everything for and nothing through the Colleges. Bureaucracy is a system of Government which under certain circumstances has undoubted advantages. But the time has arrived, we think, when both the Education Department and the University might with advantage relax a little in this respect. In any case we cannot conceive what harm there would be in allowing an open discussion of such questions as suggested among those whom they intimately concern. As a matter of fact such questions are discussed by teachers and lecturers, and an open discussion of them would be the means of separating real from imaginary grievances. And neither the Education Department nor the University would be disinclined to remove, so far as it lay in its power, pressing grievances for which the remedies were palpable.

Incidentally, the important purpose of social intercourse will be partly answered by the ordinary meetings of the Association. But it would be well to have occasional meetings with no object other than that of social intercourse. A teacher needs such intercourse more than the members of any other profession. His work is of a narrowing and monotonous character. He works alone, shut off from his fellow-workers in the same school—the more isolated, the more efficient his work should be. He generally sees little of his fellow-teachers in the same school, and still less of those engaged in other schools. In social gatherings of teachers in India, there will be the great advantage that teachers of all grades will be found, more or less, meeting on equal terms. Primary, Middle-school, and Secondary teachers are generally drawn from the same class of society in India, and often are trained in the same institution side by side. It is safe to predict that however much the different grades of education may be co-ordinated in England, it will be a long time before the secondary teacher in that country will meet the elementary teacher on an equal social

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All contributions, books for Review, &c., should be addressed to the Editor, Mysore. Articles and communications intended for publication in the succeeding issue, should, as far as possible, reach the Editor not later than the 20th of the month. The Editor solicits contributions on all subjects of educational interest.

All remittances and communications regarding advertisements should be forwarded to the Publishers, EDUCATIONAL REVIEW Office, No. 4, Mount Road, Madras.

The Educational Review.

The International Geographical Congress, which met last month in London, did good service to the cause of geography by discussing the question of the teaching of geography. Professor E. Levasseur of Paris in dealing with the teaching of geography in Primary schools emphasised the necessity of beginning geographical teaching, not by generalities, but by description of the place where the school was situated. He preferred this method because it was based on things, not on words, and led the pupil to reflect and

understand what was taught him. There can be no doubt that this is the correct method to employ in commencing the study of geography, and there can be no doubt that in the vast number of cases it is, either from ignorance or wilfulness, not the method which is generally adopted by teachers. Messrs. Herbertson and Mackinder, experienced teachers specialists in geography, had both something to say on the present conditions of the teaching of geography in England. Mr. Herbertson was right in asserting that the teaching of geography in the average English elementary school was notoriously superior to that in the average secondary school, although geography was a much more important subject for the pupils of the latter than the former. This, too, he rightly attributed to the fact that the elementary school teacher usually received some geographical instruction in the training college, while the secondary teacher in England rarely had any. The remedy was to be sought, he thought, in the recognition of geography as of sufficient importance to qualify as a degree subject at the English Universities.

Mr. Mackinder, Reader in Geography at

the University of Oxford, thought that at the present moment education in geography in England was held back chiefly by a lack of organisation, and not, as many suppose, from the importance of geography not being recognised. He strongly advised the training and appointment of specialist teachers of geography, men whom many headmasters in England would be only too willing to employ. And the training of such men could be better carried out by the Royal geographical Society than by the Universities. The time would come when the older Universities would receive students who had been trained in the elements of geography, and then there would be a specially scientific geography at Cambridge and a specially historical geography at Oxford, complementing one another.

The discussions resulted in the formation of a small committee to formulate a resolution on the subject. We sincerely trust some good will result, and that the reproach will be removed once for all, that the subjects of an empire upon whose possessions the sun never sets know less of those possessions than their Continental neighbours.

* * * *

Of Testimonials there is no end at the present day. To our knowledge, there are some half-dozen memorial schemes before the public of Southern India at the present moment. In some cases an indifferent or unwilling public has to be persistently whipped into doing what the promoters of such schemes consider its duty. We cannot help thinking that the fashion of perpetuating in a concrete form the memory of so many of those whose names have been before the public has become a little overdone. We

believe our views are shared by not a few; and, therefore, we think it must have required some amount of courage on the part of the present Director of Public Instruction for Madras to set on foot a scheme to commemorate the memory and services of his predecessor. To have put forward such a scheme with some half-dozen similar schemes already before the public is certainly a proof of Dr. Duncan's sincere admiration for the late Mr. H. B. Grigg, C. I. E., and proof, too, that his admiration is shared by many others. We heartily agree with Dr. Duncan "that steps should be taken to commemorate in some fitting way the pre-eminent services Mr. Grigg rendered to Southern India; to testify to the esteem in which he was held by all classes of the community as a public servant whose enthusiasm for and devotion to the good of the people have been rarely equalled and never excelled; and to give expression to the feelings of affection with which his name is cherished by those (and they were not few) who had the privilege of enjoying his friendship, of being recipients of his kindness, and of having their thoughts elevated and their lives made better by the influence of his lofty example."

The late Mr. Grigg served the State in many ways, but it is with the cause of education in Southern India that his name will be chiefly associated. We trust therefore that educationists throughout the Madras Presidency will assist in the good work of perpetuating his name. The many, too, of the general public who admired Mr. Grigg will do well to associate their names in connection with the memorial scheme which the Education Department has just started. We believe a memorial scheme has also been set on foot in Travancore where Mr. Grigg was Resident

footing. Such a drawback does not exist in India, and its absence should go some way to ensuring the success of Teachers' Associations. The formation of an educational library and of an educational museum should also come within the scope of the proposed Education Society or Teachers' Association. Thus, in short, the objects of the Association should be to promote the discussion of educational methods, matters of general professional interest, social intercourse, and the formation of an educational library and museum.

The Association when formed should choose some central building in which to hold its meetings, in a locality most accessible to the majority of Madras teachers. At first it will probably find enough to do to organise the teachers of the Presidency town alone. But it should aim at becoming the parent Association of the many mofussil Associations which its example will assuredly help to establish. In the formation of these local Associations the parent society will do well to secure the co-operation of the Saidapet Teachers' College Association. That Association has been in existence, for some years, and although not a Teachers' Association in the true sense of the word and not fitted to become a parent society for the very adequate reasons which we adduced in the February issue of this Review, still it is admirably adapted for the propagation of Teachers' Associations throughout the Presidency. Year by year, a large number of trained teachers leave that College to take up appointments in every corner of the Presidency. The parent society of Madras will therefore do well to associate as intimately as possible with the Teachers' College Association and to admit to its membership all who are members of the latter Association.

Fortnightly meetings of the Association will probably be found the most convenient. Such meetings will not be so frequent as to prove a source of inconvenience to those who may have many other engagements. Monthly meetings would be too far apart for the purpose of sustaining an interest in the Association. When the local and mofussil Associations have been fairly started, it would then be well to have an Annual Conference, as is the custom in most countries where such Associations are formed. In England such conferences attract a great deal of public attention and their resolutions carry great weight—to say nothing of their inspiring influence on the mass of teachers assembled.

The Association, if started, must at first expect to meet with some apathy, if not with active opposition. But the gentlemen who are promoting the scheme are not likely to be easily daunted once they have set their hands to the work. Higher Departmental officers may at the beginning look askance at the undertaking, but we trust that the good work done by the Association and the moderation of its tone may soon attract teachers and professors of all grades, both Departmental and otherwise.

In conclusion, we hope that the promoters of the Association in choosing a name will not take that of the Madras Education Society. One is insensibly reminded by this title of a Society in England with a similar title but with totally different objects. An 'Education Society' might, and often does, consist of those other than teachers, and such a title would certainly mislead many who were not acquainted with the society. Take it all in all, there is no title better fitted or none more serviceable than that of *The Madras Teachers' Association*. All over the world such a title

would convey the most definite of meanings. We wish all success to those who are ungrudgingly giving their thoughts, influence, and time to the formation of such an Association.

THE EDITOR.

THE CHARACTER OF CASSIUS,

With some remarks on Shakespeare criticism generally.

A controversy in 'æsthetic' criticism on a subject so subtle and complex as the proper interpretation of a great Shakespearian character might be an interminable business, and doubtless, in the opinion of most people, dreadfully unpractical and unprofitable. Nevertheless, as in a debating society the proposer of a motion is always allowed the privilege of final rejoinder, and as my small motion has—to me unexpectedly—met with some lively opposition, not only on the part of Mr. Barrow in this *Review*, but also from an anonymous writer in the *Indian Journal of Education*, the Editor has kindly permitted me to say a few words more in defence of the much maligned Cassius.

First let me assure Mr. Barrow that, although I still consider that the much disputed 'he' in Cassius's soliloquy, does "beyond all possible doubt" refer to Cæsar, and that his (need I say that I allude, not to Cæsar's, but to Mr. Barrow's?) interpretation of the speech is untenable even to the verge of "sheer nonsense," I am far from wishing to write Mr. Barrow down an ass. I hold Mr. Barrow's view of Cassius to be wrong, though he errs in good company, and I am not shaken in my opinion by the cloud of witnesses, whom he summons to confute me and drive me panic-stricken from the field.

Mr. Barrow appears to think that such questions can be decided by a show of learned hands. Such is not my view. There is no last word in Shakespeare criticism. The most deep-sighted critic may be mistaken at times; the humblest lover of Shakespeare—one who makes no pretension to scholarship or critical acumen—may discover at times something new, may learn, unassisted, to understand a little better the men and women of Shakespeare as he meant them to be understood.

True, we can never be sure that we really do understand. The characters of Shakespeare come nearer to absolute creations, are more life-like than any other creatures begotten of a poet's imagination. None of us can say that he really knows, understands to the full, the nature of the most familiar of his friends. Yet we cannot but form opinions, and in every way speak and act as if we did know. So it is with the characters of Shakespeare: we look at them; we predicate now this of them, now that; we detect this virtue and that failing; but we should recognise that, like actual men and women, they are not to be disposed of in a few neat phrases, or a few antithetical sentences.

As to the speech over which all this pother has been made I will say little. I admit that my view 'lands us in a confusion of pronouns,' but that surely is no uncommon thing in English literature; is indeed an inevitable thing, seeing that the English language is so poor in the matter of pronouns. A. E. A. in his 'note' on the passage in question, (*Educational Review* for August), has to my mind settled the dispute, so far as this one speech is concerned. His quotations from Plutarch are most apt. It is strange that Plutarch, who is the best commentator on the Roman plays, should here have been over-

sus loves Brutus, and honours him; to Cassius his friend is always the 'noble Brutus.' Cassius would not consciously strive to lead the man he honoured into dishonour, to make the noble man ignoble, far less would he exult in so shameful a victory.

It is true that Cassius uses questionable means to keep Brutus firm in his resolve,—resorts to tricks, which a man so scrupulously upright and honest as Brutus would have scorned—forged letters and the like. But our judgment of a man who has recourse to such devices to attain an end he believes a noble one, is very different from our judgment of one who does the like when the end is confessedly ignoble.

Too much, I cannot help thinking, is made of the part played by Cassius in winning Brutus to the conspiracy. Brutus had been pondering the matter before Cassius broached it to him. He had been vexed by 'passions of some difference,' his personal love for Cæsar, and his love for his country. When Cassius discovers this, he does little more than exhort Brutus to be true to himself and to the traditions of his ancestors, to save his country, since his country expects it of him. For the rest, Cassius merely *organises* the conspiracy, and insures its temporary success. Indeed the arguments which Cassius uses in the scene in which he first invites Brutus to take up the Republic's cause, those arguments by which he is supposed to 'tempt' and successfully tempt Brutus, are very largely such as never could have appealed to Brutus at all, never could have won him over. Brutus scarcely seems to take them in; he never comments on them; he seems to be wrapt in his own thoughts. Were Cassius merely the clever political trickster we are bidden to suppose him, he would have been far too prudent to

talk as he does. But Cassius is not a mere cold-blooded schemer; he is passionately in earnest; he speaks from his heart, and out tumbles good and evil, patriotism and personal spite in a genuinely human fashion. Cassius makes no secret that Cæsar is personally hateful to him. Now this is exactly what he would have concealed had he been trying, calmly and in cold-blood, to win Brutus over to a bad cause, by representing it as patriotic and pure, free from all taint of personal ambition or personal jealousy.

But let us look a little at this selfish intriguer, this political trickster, this sham-patriot who uses the 'Shibboleths of liberty' knowing them to be mere words to gull fools withal,—let us look at him as he appears in the latter part of the play. In the great 'quarrel scene,' how does Shakespeare represent him? We see Cassius hurt to the quick—not because Brutus had endangered the unity of the party by punishing Lucius Pella, (as the writer in the *Journal of Education* would have it,) but because he thinks that Brutus's love towards him, the friendship he prizes more than anything in the world, is waning. He is wounded because Brutus seems to treat him with contempt; and when his old friend laughs and mocks at him, then this cool 'political trickster,' this clear-headed scoundrel bursts into passionate wailing like a child:—

Come, Antony, and young Octavius, come.
Revenge yourselves alone on Cassius,
For Cassius is weary of the world;
Hated by one he loves; braved by his brother;
Check'd like a bondman; all his faults observed,
Set in a note-book, learn'd, and coin'd by rote,
To cast into my teeth. O, I could weep
My spirit from mine eyes! There is my dagger
And here my naked breast; within, a heart at
Dearer than Plutus' mine, richer than—
If that thou be'st a Roman, take it.
I, that denied thee gold, will shew that

Strike, as thou didst at Cæsar; for I know,
When thou didst hate him worst, thou loved'st
him better
Than ever thou loved'st Cassius.

Is this the language of passionate sincerity, or is it pure acting? To me it rings true in every word: it is the utterance of a noble soul, the outpouring of a deep-hearted, keenly sensitive, if impulsive, nature. And it is to be noted that from this point Shakespeare invests the figure of Cassius with an ever-deepening pathos. After the quarrel is made up, the misunderstanding cleared away, Cassius learns of Brutus's great sorrow, of Portia's death: and the man breaks into the most bitter self-reproach, such as would be impossible to a selfish or base disposition:—

'How 'scaped I killing when I cross'd you so?
O insupportable and touching loss!'

With all his heart he feels for Brutus. Brutus's sorrow haunts him. He cannot bring his mind to the business before him, but keeps muttering, 'Portia, art thou gone?' Cassius knew the worth of Portia as he knew the nobleness of Brutus: he could not have so known had he had not himself partaken of both.

Finally let us look at this 'political trickster,' when the end draws near, and the days begin to darken around him. His mind misgives him, and he sees failure staring him in the face. Brutus has chosen a policy which Cassius knows to be mistaken. Yet he has yielded to Brutus, as he always has yielded, because,—unlike the Cassius we are bidden accept as the true Cassius,—he will not strive with the friend he loves, and cares not to win victories of strength over that friend's will. He fears the worst:—

Messala,
This is my birthday; as this very day
in m. Was Cassius born. Give me thy hand, Messala,
he sumn. thou my witness that against my will,
panic-stricken I was, am I compelled to set
tittle all our liberties.

Again, is Cassius sincere? or, when he speaks of 'our liberties,' does he wear the mask of political hypocrisy in the face of death? For Cassius has now little hope. The old confident Epicurean optimism, the old belief which he once cherished, is deserting him, the belief that men are masters of their fate. The gods, he now sees, are stronger than he; and the gods are fighting against him. Yet he will not yield:—

I but believe it partly;
For I am fresh of spirit and resolved
To meet all perils very constantly.

He is 'fresh of spirit' he says; but does not the last line fall a little wearily? Then the final parting follows, and the two friends take their 'ever-lasting farewell.' How does Cassius bear himself? He has no words of his own, he can find none; he merely repeats wistfully the words Brutus has spoken:—

For ever, and for ever, farewell, Brutus!
If we do meet again, we'll smile indeed;
If not, 'tis true this parting was well made.

His heart is too full, and we feel that it is breaking. Profound sympathy and compassion; that, I think, is what Shakespeare intended our attitude towards Cassius to be.

The battle begins. Cassius thinks Brutus has been captured, and it is more than he can bear:—

O, coward that I am, to live so long,
To see my best friend taken before my face.

The scene that follows is one of pure tragedy. Cassius slays himself, whilst his friends are coming eagerly to tell him the glad news that Brutus has prevailed over Octavius. They know that this will with Cassius more than make up for his own defeat at Antony's hands. 'These tidings will well comfort Cassius,' says Titinius, who knows Cassius best. Then they find Cassius dead. Titinius bursts forth into mingled praise and lamentation;—'Cassius is

no more!' 'The sun of Rome is set, our day is gone!' When the others have departed to seek Brutus, Titinius crowns the lifeless brow with the garland of victory, and, disdaining to outlive the man he worshipped, perishes on Cassius's sword.

The tribute of Titinius is followed by the tribute of Brutus:—

The last of all the Romans, fare thee well!
It is impossible that ever Rome
Should breed thy fellow. Friends, I owe more
tears,
To this dead man than you shall see me pay.
I shall find time, Cassius, I shall find time.

What is Shakespeare's meaning? If Cassius were the mere intriguer we are bidden believe; if he was utterly and ludicrously unworthy of this passionate praise, this tragic sacrifice, this lofty sorrow, why did the poet introduce so miserable a mockery? What shall we think of the art of that dramatist who builds up a scene such as this, so piteous, so tear-compelling, and enacts it over the dead body of a self-seeker and a trickster?

It seems to me that critics must inevitably go wrong, if, like Mr. Barrow and the writer in the *Journal of Education*, they go about to find some key wherewith to unlock the hearts of Shakespeare's characters; if they insist upon discovering some 'ruling idea,' some semi-scientific formula, which shall demonstrate the poet's meaning in a sentence or two. With inferior poets this may be possible; not with Shakespeare:—

'Others abide our question, thou art free.'

And if it were possible, it would not be worth the doing, for it would defeat the very end of Tragic Art. Tragedy is no solver of moral problems, no exact analyser of human intellect or emotion, no preacher of copy-book maxims. Add the trite moral, apply the scientific formulæ, and the tragic meaning, the great

tragic 'pity of it' vanishes. Art in tragedy asks a great question to which there can be no complete reply—

The many men so beautiful,
And they all dead did lie,—

all this so divine love, all this so heroic striving, this so human error, and this so piteous end; why was it, what was its meaning? Art in Tragedy lifts to the dumb heavens a face passionate and pale in mute interrogation, 'and there is no voice, neither any to answer.' Tragedy bids us face the mystery, not solve it.

MARK HUNTER.

A NOTE ON A PASSAGE IN JULIUS CÆSAR.

Mr. Barrow's "Reconsideration" of this crucial passage, as he is pleased to style it, is such an extraordinary specimen of grammatical and æsthetic criticism that I trust you will permit me to make a few remarks on the subject, though I have but a secondary interest in the matter and though I have no doubt Mr. Hunter will avail himself of your columns to demonstrate the utter untenableness of Mr. Barrow's position. Error is so pernicious that no opportunity should be lost of trying to expose it from every possible point of view.

To make the matter clearer permit me to quote four lines of the passage once more.

* * * * *
'Cæsar doth bear me hard; but he loves Brutus: 317
If I were Brutus now and he were Cassius, 318
He should not humour me. I will this night, 319
In several hands, in at his windows throw, 320
* * * * *

1. Mr. Barrow's first argument is based on the "terrible confusion of pronouns" that we are "landed in" if the 'he' in l. 319 is taken to refer to 'Cæsar.' I shall shew that

this "terrible confusion" has no existence outside Mr. Barrow's mind. Mr. Barrow is contending with a mere shadow when he writes: "From a strict grammatical point of view, 'he' [in l. 318] should refer to the nearest antecedent noun, 'Brutus,' and that it in fact does so I hope to be able to shew. Mr. Hunter is quite positive that the 'he' refers to 'Cæsar' in l. 317." Every one admits that the 'he' of l. 317 refers to 'Cæsar' and the 'he' of l. 318 to 'Brutus'; neither Mr. Hunter nor any one else so far as I know ever denied this. Indeed, Mr. Barrow's confusion is indicated by his getting line 318 printed in italics. Mr. Barrow goes on to say that he "sees, from a grammatical point of view, considerable objections to referring 'he' [in l. 319] to 'Cæsar'." So far as I can follow him, his grand argument is contained in the following words:—"If the 'he' in lines 318 and 319 refer to 'Cæsar,' then the 'his' in line 320 refers to 'Cæsar,' *quod est absurdum*. If the 'his' in line 320 refers to 'Brutus,' then the 'he' to which the 'his' refers must also be 'Brutus.'" I have already pointed out Mr. Barrow's extraordinary delusion in thinking that any one holds the absurd opinion that 'he' in line 318 refers to 'Cæsar.' With regard to the second argument I freely confess that I fail to see the force of Mr. Barrow's "must." Mr. Barrow apparently leaves no margin for the exercise of common sense in the rules that he would lay down on English Composition. He is evidently one of those who would see ambiguity of pronominal reference in Scott's lines:—

"And the stern joy which warriors feel
In foemen worthy of their steel."

(I have heard it seriously maintained that the word "their" is ambiguous here because,

forsooth, it may refer either to "warriors" or to "foemen"! Let me draw Mr. Barrow's attention to an extract from *Lamb's Tales from Shakespeare's: King Lear*. "He had been a most faithful counsellor in times past to the King, and he besought him now, that he would see with his eyes (as he had done in many weighty matters), and go by his advice still; and in his best consideration recall this hideous rashness. For he would answer with his life, that, in his judgment, Lear's youngest daughter did not love him least." "Confusion worse confounded" Mr. Barrow will say; and yet an intelligent boy or girl of twelve or thirteen will readily point out to whom the pronouns severally refer.

2. Mr. Barrow then goes on to remark that "the character of Cassius is a difficult one to interpret correctly." This is far from being the case. Mr. Barrow would never have written thus had he not been driven to it by the necessity of bolstering up his erroneous interpretation of the first half of line 319. He evidently feels the force of Mr. Hunter's remark that Cassius is *not* an Iago. When Mr. Barrow goes on to say "my view is that he [Cassius] was the incarnation of selfishness and would sacrifice his best friend [Mr. Barrow means "his brother-in-law Brutus"] to gain his private and political ends "he lays himself open to the obvious reply that though this may be Mr. Barrow's view it is certainly not Shakespeare's." There is, nothing whatever to justify Mr. Barrow's opinion in Shakespeare's presentation of Cassius and his relations with Brutus. The whole paragraph beginning with the sentence just quoted is an obvious *petitio principii*—necessary no doubt for Mr. Barrow's untenable position, but altogether valueless as a piece of æsthetic criticism. In fact, Mr. Barrow is inconsis-

looked by the various critics. If Shakespeare had Plutarch in his mind when he wrote Cassius's soliloquy,—and it is no great assumption to suppose he had—then the words 'he should not humour me,' plainly refer to Cæsar, since it was that very "humouring" of Brutus by Cæsar which the friends of Brutus, including Cassius, dreaded.

But although a right interpretation of the character of Cassius would of itself settle the difficulty in the speech, a right interpretation of the speech by no means settles the question of Cassius's character. My opponents are agreed that I am wrong. Mr. Barrow accuses me of playing havoc with grammar in order 'to bolster up the character of Cassius;' the writer in the *Journal of Education* suspects that I have 'revived Johnson's blunder in a pure spirit of paradox.' But beyond holding that I am mistaken in supposing that Shakespeare, in his portrait of Cassius, intended to paint for us a man, imperfect indeed, with serious faults, but essentially noble at heart, the interpretations my critics give differ very widely from each other. To the writer in the *Journal*, Cassius is a typical 'party politician,' faithful to his party, faithful to his friends. That is the key-note to his character. Understand that, and we understand everything. Mr. Barrow sums up the great conspirator in even simpler style—if that were possible. Cassius is "the incarnation of selfishness and would sacrifice his best friend to gain his private and personal ends." In other words, Cassius is a 'bold, bad man,'—'the villain of the piece.'

Now the only answer to such character-analysis is to assert that Shakespeare in his great period, did not create his leading figures after this fashion, least of all in *Julius Cæsar*. The three principal characters

in *Julius Cæsar*, Brutus, Antony, and Cassius, are not *types*, personified abstractions at all. They are intensely real, intensely human, that is to say, their characters are most strangely mixed; and it is just this which makes them so profoundly interesting; interesting, not because of the evil in them, but because of the good. They become *tragically* interesting because of the weakness, the blindness, which in their composition is mingled with the good; tragically interesting above all, because they are so pitifully *unconscious* of the evil in them which thwarts them at every turn, and which leads them on, despite themselves, to failure and destruction in the end. The tragedy of Antony is reserved for a later play; the tragedy of Brutus and of Cassius is depicted here. Brutus, meaning so well, destroys the country he yearned to save; Cassius, also meaning well after his fashion, misleads, destroys the friend he regards with more than a brother's love.

I endeavoured to emphasise in my 'Note' in the July number of the *Review*, this *unconsciousness* of Cassius with regard to his own failings, because it seems to me that in that unconsciousness lies the whole tragedy of Cassius's failure. Without it there would be no tragedy, no pathos at all. 'The bad man comes to a bad end!' There is nothing tragic or pathetic in that: nothing but a trite piece of copy-book morality. That Shakespeare intended the portrait of Cassius to be tragic in the truest sense appears to me as certain as anything well can be. I cannot but think that the only right way to approach Shakespeare criticism is to begin by *assessing* the next Shakespeare profoundly *sympathising* with the boys his great creations. "Then they are silently Carlyle, piercing to the object, and you see two his own mightier there, quietly having a

men and objects; sets them all forth in their round completeness; loving, just, the equal brother of all." Shakespeare cared nothing for 'types,' cold abstractions, the 'typical selfish man,' the 'typical party politician,' and the rest of it. Shakespeare sympathised with Cassius, and he sets him before us as an object worthy of sympathy and compassion.

I do not pretend to 'analyse' the character of Cassius, to take it to pieces, as if it were so much clock-work; to discover the mainspring in some 'ruling idea,' which sets the whole machine working; neither Mr. Barrow's mainspring of 'incarnate selfishness and ambition,' nor my other critic's mainspring of idealised partisanship. Personal ambition, envy, the spirit of the political plotter, the leader of a faction—all these are discordant notes in the nature of Cassius; but they are not the whole man, not even the greater part of him; certainly not that part which makes him so interesting a study, which constitutes the pathos of his decline, and the tragedy of his fall. Once again Shakespeare knew that men and women are 'living souls,' not ingeniously contrived machines.

The position of the writer in the *Journal*, I am afraid I do not fully comprehend. He tells us that Cassius's one virtue, besides courage, is 'fidelity to his friends, to his party,' and this contention he certainly supports by some very ingenious quotations. But when he goes on to say that the aim of Cassius is 'to overthrow Cæsar's party' (what was Cæsar's party?) 'and to establish his own,' and that reference end 'Brutus is a necessary instrument,'

"And to see that he has confused two distinct foemen—fidelity to one's friends, fidelity to one's party—is, is Cassius the word "their" is ambiguous—Brutus, or is he now, 'Cassius is

supremely selfish, and would sacrifice his best friend to serve his own ends." 'No,' also seems to say the other writer, 'Cassius merely regards Brutus as an instrument, a tool which he means to use to serve his party's ends.'

My view is totally different. I have fully admitted Cassius's many faults, littlenesses, limitations. The writer in *The Journal of Education* makes me describe Cassius as 'depraved but not conscious of his depravity.' I certainly said nothing so foolish. What I did say was, that Cassius would be 'consciously depraved,' if in his soliloquy, he were (as Mr. Barrow and my other critic will have it) taking the audience into his confidence and explaining to them what a clever, unscrupulous man he is, how exquisitely he can gull and seduce the man he pretends to love and honour, how skilfully he is leading him into wicked ways—and all to serve his own ends. I maintain that Cassius for all his faults, has in him a nobleness of soul that would make such baseness impossible to him. Mr. Barrow thinks otherwise,—'Granted,' he says, that in Cassius there are 'unworthy personal motives and want of moral purity, and all is granted.' All is not granted, I reply. The best of men are not wholly unselfish. 'Unworthy personal motives' often-times mingle with the most disinterested aspirations; perfect moral purity can be affirmed of no man. And yet we know there is a limit of baseness which even the lowest man will not cross. Cassius is not a consistent character, for Shakespeare happened to portray a man, not a type, but perhaps the strongest, most developed feature in his nature is his warmth of affection. For all his deep reading, and clever scheming, he seems to be swayed much more by feeling than by reason. He is a good hater, but he is also a good lover. Cas-

sent with himself. "Finally," he writes, "at the end of the scene, on the departure of Brutus he [Cassius] is satisfied with his efforts to gain over Brutus to the side of the conspirators." Just so; and therefore when Cassius soliloquises: "Well, Brutus, thou art noble; yet, I see, thy honourable metal may be wrought from that it is disposed," &c.: is it not abundantly manifest to all except the most wilfully blind that Cassius means that Brutus might be turned aside from the path of "nobility"—i. e., "seduced" from the good cause by (not Cassius, that would be absurd; but) Cæsar who though he disliked Cassius "loved" Brutus? Hence the introduction of Cæsar's name in line 317—the most natural thing in the world, if Johnson's interpretation be correct but impossible to explain from Mr. Barrow's point of view. The meaning too of the word "noble" has been missed by both commentators and critics—even by Mr. Hunter. It surely in Cassius's mouth denotes a *political*—not a *moral*—virtue. It means a "sternly republican, hating tyranny" in the present passage (ll. 312 and 315). Cp. Cassius's remarks on Cæsar: "So is he now in execution of any bold or noble enterprise" (ll. 301—2).

A. E. A.

* P. S.—In Mr. Hunter's able paper there is a little slip which I should like to point out lest it should prove a stumbling-block to some readers. He points out (p. 327) that if the "he" of line 319 refers to 'Brutus,' the words "he should not humour me" are "inconsistent" with the sentiment in "Who so firm that cannot be seduced." He fails to see however that even if the 'he' refers to 'Cæsar'—as he rightly holds—the same objection may be raised. The truth, of course, is that there is no "inconsistency" in either case. We are all very fond of reminding others of the Scriptural warning: "Let him that thinketh he standeth take heed lest he

fall;" we seldom, if ever, think of applying the warning to ourselves.

[The Editor is of opinion that all useful purpose has now been answered by the discussion which has been carried on in the pages of the *Review* on a disputed passage in *Julius Cæsar*. He thinks, therefore, that the controversy should now be closed.]

THE TAMIL PANDIT—A SKETCH.

If it is anybody, it is the Tamil Pandit in our schools and colleges, that keeps up the traditions of the old school of Indian teachers. He has no very clear idea of time and does not think much of being late. "To do him justice, I must say that he is in entire sympathy with the student that blames the clock for having struck time before he has dropped in to school. To a new-comer unacquainted with the milk of human kindness with which his heart overflows, the Pandit with his flowing moustache and conical *puggree* is perhaps an imposing personage; but the awe which his figure is apt to inspire vanishes on closer acquaintance, and you soon see he is a harmless creature, especially if you have a trifle of the bully in your composition.

Let us see him at work in his class-room. It is perhaps one of the higher forms we are ushered into. The attendance is poor; but it is nothing new, and the Pandit does not mind it. If you take the trouble of inquiring into the matter, you will learn that one or two boys have gone out to do a little shopping; a few are courting Morpheus in the tiffin shed; and two or three promenading in the verandah, coaching themselves for the next lesson. It is not much better with the boys in the forms. A few of them are silently busy with the next subject, and you see two boys in the corner there, quietly having a

tête-à-tête. Yet we must suppose that they are all pretty well advanced in their course of studies, and having a sense of their responsibilities.

But the Pandit is superior to all these sublunary considerations and is holding forth on the beauties of his favourite poet. He smacks his lips with considerable gusto when he comes across any stanza that particularly strikes him. But the quaint conceit of the poet over which he is in raptures has no attraction for the student, who, with his new-fangled notions of chasteness of thought and expression, thinks it all to be a farrago of nonsense. The Pandit, in the meanwhile, waxes eloquent, and 'wastes his sweetness in the desert air.' One mischievously-disposed student wants to break the monotony, and so 'calls the attention of the Pandit to the chatting boys in the corner.

"You boys, I have caught you now," says the Pandit, "what were you talking for?" "Goodness gracious! we talking, Sir! It is that boy there, Sir, that has been talking this good half hour, and you find fault with us for talking. We were simply saying how eloquent you are and what an amount of books you must have read."

The Pandit is thus easily drawn off the scent. He turns on the scapegoat pointed out, and comes down on him with all the vehemence his wrath is capable of. The poor boy pitched upon for this kindly office of suffering for the sins of others is a timid lad, not able to stand on his own legs and more prepared to suffer than to remonstrate with the teacher about the injustice of his procedure. The boy is rated roundly for his supposed offence and is made to stand up. Having thus satisfied himself that justice has been meted out, the Pandit turns round with

a bland smile to the students that had so adroitly tickled his vanity and says to them:

"What were you saying, boys? You were wondering how much I must have read? Ah! you little know, boys, what a lot of books I have studied in my time."

Then he talks modestly—according to his conception of modesty, for he does not seem to know, poor man, that in this age of advertisement, modesty is your ruin—of his school-boy days, how assiduous he was, how clever he was generally regarded to be, and so forth; all the while innocently unconscious of the subdued titter in the forms. This over, he resumes his teaching work, and goes on till he is again interrupted by another charitably-minded student.

The Pandit knows his own strength and generally keeps his distance with the swaggering set. But he is sometimes inadvertently drawn into collision with them, and then woe to him. The offended boy instantly fires up, and threatens to report the teacher to the Principal. The Pandit is mortally afraid of the Principal, more so, if he be an European, and would do anything to avoid a personal explanation.

"There is a good boy," he would say, "I had your interest at heart. But if you don't care, I don't."

The boy is still inclined to refuse the terms of the truce, but a few boys intercede and he is persuaded to drop the matter.

Now and then the Pandit bristles up and reports a refractory student to the Principal. The Principal happens to be an European, whose Tamil vocabulary is confined to half a dozen words, each of which is more often made to do duty for any of the other five than serve its legitimate purpose. In such

Educational Notes.

IN connection with the burning question of students and Politics, an extract from the inaugural address of Lord Iddesleigh as Rector of the Edinburgh University delivered so long ago as February 1894, has been going the round of the Indian Newspapers. "Our sons should be encouraged," says Lord Iddesleigh, "to look on the sight of the great vessel of the State—labouring among the turbulent waves and the whitening breakers—not with indolent indifference, nor with timid self-gratification over the ease and safety of their own position, but with noble sympathy, and with a generous longing for the time when they, too, may take part in the toils and in the perils of the voyage." So the State will, it is argued, suffer "when the flower of its youth withdraw themselves from active political life, to devote the energies which should be employed for their country's benefit to selfish objects or to allow them to become enervated by indolence or luxury."

SPEAKING at the distribution of prizes at the Wesleyan Mission High School, Bangalore, Mr. Lee-Warner, the British Resident in Mysore, related the following anecdote:—"When I was in England and was staying with Lord Carlisle at Howard Castle, I told him this story"—which we need not repeat—"late at night. He replied that he could cap it with another. When Thomas Carlyle was visiting him they had a most delightful conversation far into the night about the old Howards and what they had done; and just as Thomas Carlyle had taken his candle, Lord Carlisle asked him what he thought the Howards would do if they were living then and had to take part in the English politics of the day. 'I think,' said Thomas, 'they would go and hang themselves.'"

THE death of Professor Huxley revives the melancholy question which was asked both when Lord Tennyson and Mr. Froude died. Who is to take the vacant place? We have minor poets, industrious members of historical schools, and scientific specialists, galore; but they are, after all (says the *St. James's Gazette*), only "the small change of M. Turenne"—to use the phrase applied to the batch of Marshals created by Louis XIV, when that consummate General was killed. Each in his little field is good—but then it is very little, and the man is too often in proportion. In science especially we seem to be drifting into a division of labour such as prevails in an industry where about a dozen men are employed in making a pin. It is a capital system for the production of pins, but not obviously applicable to science, which requires the wide philosophical interest, the great co-ordinating intellect, and the intuitive scientific imagination, if it is to be kept much above the level of the harmless mania of the rural butterfly collector.

REFERRING to the Boarding system, the *Indian Mirror* observes:—"The Boarding system is not at all new to the Hindus. In former times, Hindu students used to live in the houses of their teachers and preceptors, and were kept under their constant watchfulness. That is why the boys grew to be excellent moral and religious men. At present, whatever good Hindu lads derive from our educational institutions, is neutralised by the influence of the home and its neighbourhood. If India is again to become as great a country as of old, we ought to have the Brahmacharya system re-introduced in its full vigour."

MR. GLADSTONE is an unusually good modern linguist. He talks French fluently, and those who remember his extemporized after-dinner speeches years ago, in the mansions of the Parisian elite, know that he could turn graceful phrases and express clear views in French, though he has never loved, or professed to love, that tongue. Italian, on the other hand, Mr. Gladstone admires most among all 'living' languages. He is as reticent and modest about his command of it as he is about his other qualities. Yet the following incident, which happened some years ago in Wales, shows that his knowledge of Italian is very wide indeed. The then Italian ambassador had been introduced to Mr. Gladstone by a Welsh country squire. The two former presently left the house together, and walked for several hours up and down the green lanes in animated conversation. Finally, the ambassador returned to his friend, the squire, and expressed his boundless admiration of Mr. Gladstone's perfect grasp of the Italian language. 'For three hours,' he said, 'we have been discussing the most intricate subjects in heaven and on earth—subjects bristling with technical terms. And never once has Mr. Gladstone been at a loss for a word, nor has he used a single word that did not express his meaning with perfect clearness.'—*The Westminster Gazette*.

AN American School Board has abolished slates and slate-pencils and sponges from all the schools in the town. Paper pads are to be used instead of slates.

LORD WANTAGE says a library had become almost a necessity of life—certainly it was a sign and signal of the highest stage of civilisation—and, in his opinion, such institutions were a complement and a natural consequence of the elementary schools spread throughout the Kingdom.

THE latest "science" out is dubbed stomatology, and is imported from America. Its professors claim that all the possibilities of one's being are to be discerned from the mouth.

WITH the appearance of M. Barthelemy Saint-Hilaire's study of "The Buddha and his Religion" (translated by Laura Ensor), Messrs. George Routledge and Sons bring to a conclusion the publication, in a uniform set, of what are described as "Sir John Lubbock's Hundred Books."

ONE of the forthcoming books on India is *A History of the Deccan* by Mr. J. D. Gribble, of the Madras Civil Service.

Two new volumes are in course of preparation for Messrs. Putnam's Sons' 'Heroes of the Nations Series,' edited by Dr. Evelyn Abbott. Judge O'Connor Morris is writing a life of Hannibal, while Mr. Archer, the author of a 'History of the Crusades,' is engaged on a life of Richard Coeur de Lion. Mr. O'Connor Morris has already contributed a sketch of 'Napoleon' to the same series. The subjects of the last two volumes in the series are 'Julian the Apostate' and 'Louis XIV—the Zenith of the French Monarchy.'

PROFESSOR LAURIE, speaking recently at the annual congress of the State School Teachers' Union, Victoria, and taking as his subject "The teaching of Morality in State Schools," said that lessons on morality which had the effect of making a child wonder how moral he was, or, worse still, how moral his playmates, only aid the evolution of consummate prigs. Yet without the teaching of morality it was impossible for the child ever to realise the moral ideals that his age had reached. The statement that morality was not to be taught in State Schools made one stare aghast. Every worthy man was teaching morality in his time, and was the teacher of all men to be the sole exception? He held that the schools were teaching morality in the most practical way, and, all else equal, that teacher would be most efficient who realised that the moral welfare of the children lay largely in his hands. Tone, which was a form of morality, was essential in all schools, for there was usually a stage in a boy's life where he mistook insolence for wit, and developed a destructive capacity which was probably the inborn energy of his race. In this case he had to be taught morality—that is, respect for the feelings of others. In a democratic community the poorest boy should be encouraged to behave as a gentleman, and that was a moral lesson that could not be too strongly impressed. Some thought that morality could not be taught without religion, but where religion was taught it was invariably the custom to appeal to the moral sense rather than the religious example. While he held the present lessons sufficient if properly used for the teaching of morality, he could not understand objections to the use of the Scriptures. Even the evolutionist required a knowledge of the past, since evolution was a development of that past. Why should the great literature that had moulded the thoughts and feelings of our ancestors be excluded from the school books?

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History implies, in the first place, according to the programme of scientific investigation above indicated, a determinate department of nature to be made the subject of our observation. Is there such a department of knowledge to be made its own by History? There is: It is the action of men living in society. It is essential that this sphere of History should be understood clearly; and I proceed to explain it as well as I can. Man is many-sided. Each aspect of man gives rise to a special science of man. If we view him as a whole, as a living, growing entity, as possessing a congeries of attributes which are common to him and to plants and animals, he comes within the scope of Biology. The study of the human body with the knife and under the magnifying glass gives us the science of Human Anatomy. The study of tissues and organs as performing definite functions constitutes the science of Human Physiology. Psychology is the study of an aspect of man which is either only an advanced section of the physiology of the nervous system or is partly that and partly ultra-physiological as well as ultra-physical. Logic treats of the way in which we pass from the known to the unknown. Political economy, jurisprudence, ethics—each views man in some one of his many special situations. The science of History has to compete with so many sister-sciences to secure a definite aspect of man as its special province; and this definite aspect, it does get in the competition. View him not simply as a living being; not simply as an organism composed of bones, muscles, nerves, &c.; ignore the changes, physical and physiological which he undergoes from the instant of conception to the period of decay and death; we have yet left a large field from which to cut

off a space for the science of History. There are left his actions in society among other things, and these actions take their characteristic type from the configuration of his mind—his mind as distinguished from his body. As his mind is, so his actions are. And his mind is the product of a number of factors, all which factors leave their impress upon his actions. If now we attend to these actions, not in the first instance as good or bad, beneficial or pernicious for the unit taken alone, but as affecting the like units with which each stands associated, if we concentrate our attention on this social aspect of human actions, we get a wide field for scientific treatment; and the whole of it belongs to History. It comprises a number of distinct studies within its range. A society always implies a government and laws; and in connection with its government and laws, we have the science of Jurisprudence. It gets into relationship with the neighbouring societies; and this relationship gives rise to the science of International morality and Law. It has to attend to the means of promoting its material resources and its wealth, which function leads to the science of Political Economy. We have yet to name a number of sciences, like ethics, the science of statistics, the nameless science of Institutions, &c., all which refer to man's actions in society. These several departments of the action of associated men are all comprised in History, even though there is a distinct name and even a distinct method of treatment for each of these several departments. Thus we see how broad the stream of History flows, and into how many branches this one stream divides itself.

The claims of History for a place in the academy of sciences are, therefore, indisputable. It has a specific field of investigation

—the actions of men living in society, and this forms the subject-matter of the science of History. The facts relating to this aspect of man have to be observed and thrown into classes on the basis of similarity. And inductive generalizations and deductive applications of these generalizations should come next. We have in the histories now in our hands, mainly a record of the facts observed and gathered, often with great labor, by a special class of inquirers. The natural tendency for each inquirer to confine himself to the observation of the facts relating to some one nation, leads to a proper division of labor, without which observation must be ineffectual. And the practice of historical writers to limit the range of their vision still more to some one period of a nation's life similarly furthers the cause of science by tending to accurate observation and recording of facts. Writers have advanced somewhat in the scientific treatment of History beyond this mere observation and recording of the facts connected with the actions of man living as a member of Society. Our histories, at least a few of them, do not consist of a mere enumeration of events arranged chronologically. An attempt is made in them at classifying the observed phenomena. We have besides the panorama of battles and sieges, special chapters devoted to legislation, material progress, education, the fine arts, customs and manners, &c. In this we have a classification, more or less scientific, of the observed phenomena of human actions under a number of distinct heads. There is even something more in our histories. Now and then an attempt is made at exhibiting all the events in a nation's life as a progressive whole, each event being represented as the effect of the nexus of pre-

existing conditions. The conception that the course of human actions is subordinate to universal laws, that the life of a nation at any one point of time, its constitution, its religion, its art, and philosophy, its concepts and thoughts, and its civilization generally form a consistent whole and that the vast and apparently heterogeneous mass of phenomena makes a logical whole, and is, at each stage, determined by the antecedents and by the place in the world, of the nation,—in short, the conception that there is a causal sequence in a nation's history is but of recent growth and has not yet worked its way into the pages of the ordinary historian.

This is not all. It is not sufficient to observe and record the results of observation; nor is it sufficient to place these results of observation under distinct and scientifically formed classes; nor even do we get at the end of our work when we have struck out new points of similarity among them, and strung them together upon scientific principles as a continuous series of cause and effect. In all this we would be studying a single nation in isolation from the rest, without taking all of them under one comprehensive view. A nation has its idiosyncrasies. Its actions depend upon its particular mental formation; and this formation of mind varies from nation to nation, from community to community, because the facts that co-operate in producing it are not the same for every nation and every community. Man is in regard to much in his inner constitution a creature of his surroundings, even though he be in some respects the same all over the world. To man's common nature has to be added the effect of the divers influences to which each section of the human race is subject. The modern Indian, for example, living underneath his tropical sun,

with the strange mixture of excitability and apathy in him, with his love of ease and acuteness of perception, with his long-suffering patience and strong tendency to subjectivity, to all which old traits, have to be added the new traits due to Western influences, do we not find this old Aryan of Central Asia modified by the country of his adoption, by its vast plains and enervating heat, and by the advent into it of the Mussulman and of the European? The Englishman, on the other hand, struggling for ages in the cold regions of the north, cool and calm in his persistent efforts at self-preservation, compelled to a life of endless activity by the demands upon him of his climate, with his strong spirit of self-reliance and practicality, ever objective in his tendencies and unable to enter into and realize the thoughts and feelings of minds fashioned otherwise,—is he not again the product of the past history of his nation and of the geographical conditions of his dwelling place moulding the old Aryan mind in their own way? Each nation must have received and must be receiving the impress of the environment in which they are placed. Hence the scientific study of any one nation, however elaborate and methodical, gives us no scientific history of man in general. It is no doubt an achievement in the cause of science to have advanced beyond the dry enumeration of names and incidents to the conception of the life of a nation as a connected whole and to endeavour to trace existing facts in its career back to the features, general and special, in its mind, and to construct a consecutive story of causal connection from the first small beginnings of national existence, in any definite geographical locality, to the present complexity of modern civilization or decay. But the man

of science must rise above this view which confines him to one single nation and its stream of life, and take in one broad view the like continuity in the career of every nation. The stories of all nations must be arranged on corresponding strata of intellectual and moral conditions, the special in the progress of each nation must be dropped out of account, and the scientific mind must grasp the general lines of advance common to the whole of the human race. Abandoning the changes and transactions observable in the career of each nation and abandoning likewise the specialised characteristics of particular nations, the historian should reach the general laws of life unfolded in the lives of all nations, looked at from a common standpoint, and should construct on this basis his science of social man.

For this science, history as we now read it, forms the starting point. The facts recorded in it are the groundwork for the scientific superstructure. The man of science deals with these facts inductively, classifies them, and generalizes from them, first in the limited sphere of a single nation and then in the comprehensive field of the whole of the human race. Such ultimate generalizations would be the final outcome of the inductive treatment of the subject-matter of History. And I shall give by way of illustration a few such generalizations which have already been secured in some of the special departments of the historic science. Sir Henry Maine has in the department of Law given us a generalization of great value. It is, that societies have in all cases passed from the regime of status to the regime of contract. This generalization, we see, exemplified in the history of our own community. In the old Dharmasastras, such as that of Manu, social relations are regulated in great

part by consideration of what may be due to each of the many social grades into which our society was, and is, divided. If ours had been a progressive community, these laws which correspond to the similar laws that prevailed in England just after the period of the Norman conquest, would long ago have been rescinded by the spirit of internal progress and would not have continued down to recent times to be abrogated by the equalizing forces introduced into the community by foreign conquest.

Spencer lays down the proposition that the military type of society always precedes the industrial type—a generalization of which the force would be brought home clearly to every student of History. In a recent work on the 'History of Human Marriage,' it is stated that this "history of human marriage is the history of a relation in which women have been gradually triumphing over the passions, the prejudices, and the selfish interests of man." This generalization needs no comment. In the province of Psychology we may refer to many a generalization reached in the first instance by the Inductive method. One such is the law that consciousness is usurped by the proximate to the exclusion of the remote—a generalization which we see exemplified in the impulsive short-sightedness of the child, the irresistible fascination of the drunkard and the maniacal avarice of the miser. The department of Ethics contains the generalization that as a society progresses, its laws and usages tend to conform more and more to moral requirements. It is needless to cite any more examples of broad generalizations in the wide sphere of the science of society. The methods of science are being gradually applied to special branches of that science and to individual questions in it. And a comprehen-

sive and exhaustive inquiry into the whole province of the social science has been hitherto the proud function of but a few men of genius. But the foundations for it have been laid on a sound basis by the master minds of Europe; and in time the principles will grow in strength and coherence and will permeate down to the pages of the histories of our colleges and schools. These will have to be re-written in conformity with the scientific spirit. Histories now extant will, most of them, have for future ages only a literary or an antiquarian interest. The facts narrated in them will have to be cast into new moulds supplied by the dawning science of Sociology.

I shall advert but to one more aspect of the question of a science of History. It was presented above as a structure built upon the foundation supplied by the phenomena of society secured by observation. It is possible theoretically to conceive it as a deduction from the laws of human nature modified as it is by the peculiarities of man's surroundings. We know the original constitution of the human mind; and we can determine how its intrinsic nature is modified by the adventitious conditions of man's existence. From this it is conceivable that we may deductively arrive at the whole career of man's life in his generic and specific situations. Such a science we have in the case of one of the elements in man's inner nature. The love of self-preservation, of comfortable and happy living, leads to the pursuit of wealth; and on this basis has been built up, in accordance with the deductive method, the science of Political Economy. But a deductive science of social man in relation to the complex totality of his actions is an impossibility. It is beyond our powers of computation. The motives and impulses in the mind

circumstances, he seldom ventures to trust himself to such slippery ground, and says in English:

"I see some of you take advantage of the Pandit's weakness. I don't mean to permit any such liberty. As for you, boy, of whom the Pandit has spoken unfavourably, I let you off, this time, with a warning. I shall have to be very severe in future."

The Pandit, though guessing the nature of the Principal's remarks, has to trust to the tender mercies of an interpreter. When the Principal has gone away, the Pandit turns to the most innocent-looking student in the class and requests him to give him a detailed explanation.

But there seems to be a masonic understanding among the students. The interpreter, by ever so slight a twist, gives the Pandit to understand that the Principal has let off the boy this time but has found fault with his discipline and means to be very severe (with the Pandit!) in future. The discomfited Pandit appeals to two or three other boys, but they, with the most innocent look in the world, confirm the original interpretation. This gives the death-blow to his reporting tendencies.

The Pandit talks in a stilted grammatical style. He considers colloquial Tamil to be inconsistent with the dignity of his position and sticks to his grammatical diction under the most unexpected turns of fortune. He uses 'words of learned length and thundering sound'; but he does not mean any harm by it, and you find, if you study him a little closer, a simple kind-hearted soul beneath all the bombast and rhetorical flourish.

B. V. KAMESWARA AIYAR.

HISTORY—ITS NATURE AND EDUCATIONAL VALUE.

I.

What is the subject matter of History? Does it admit of scientific treatment? And is History competent to discipline adequately the mind of the student in the methods of scientific thinking? It will be my endeavour to do what I can towards the elucidation of these questions. But before taking them up for discussion, it is, I think, necessary to prepare the ground by explaining what is meant by the term science.

A science has for its subject-matter a special department of nature. In it the phenomena of that department are observed, to the exclusion, as far as possible, of all other departments, and of all other phenomena. Science observes the phenomena as they present themselves to our senses and records them; it selects in some cases special phenomena and places them, where possible, in the midst of known surroundings so that their behaviour in such determinate circumstances may lead to an accurate observation of their features. In other words, scientific observation includes experiment, which is only observation under known conditions.

In the second place, science classifies the facts accumulated by means of observation and experiment; that is, it groups them under classes according to the points of similarity among them. Such facts or objects are placed together in one class, as possess in common the greatest number of important attributes. I shall illustrate this process by an example. The observation of the heavenly bodies records the steady progressive march of the majority of the luminous bodies and the occasional retrogression of a few. This difference leads to a closer observation of the phenomena and

such scrutiny brings to light other differences between the two sets of heavenly bodies. Many attributes which the one class have in common are absent in the other. And in consequence we feel justified in grouping the two sets under different heads, and we give the designation of *stars* to the one class and the designation of *planets* to the other.

These two preliminary operations of observation and classification prepare the ground for the main step of the scientific method which is generalization. Observation first recorded that bodies lifted up from the earth tend invariably to come back to it. The vast diversity of the objects which obey this law suggested that this obedience to the earth must be independent of their varying attributes. The objects drawn down by the earth agreed only in being aggregates of matter and in no other respect. Then the thought suggested itself that the earth, the sun, the moon were themselves also aggregates of matter; and hence was made the discovery that the earth and the heavenly bodies have a tendency to behave towards each other exactly after the fashion of the bodies on the surface of the earth. Here we have an example of generalization—the extension, because of the bond of similarity, of what is observed in some cases to all cases of the same description. If, from the fact that a particular remedy is efficacious in the case of a disease when administered to a few individuals, we infer that it will prove equally efficacious in the case of all persons similarly suffering, we base our generalization on the similarity of constitution subsisting among all human beings, which similarity is our justification, for grouping them all under the class *man*.

When we have collected facts by means of observation and experiment, and grouped them

under classes on the strength of the similarity of their attributes; and when we have secured a sufficient number of general propositions, we may be in a position to infer new truths deductively from these general propositions. If a cannon ball is projected from a cannon, we may, even prior to actual experience, calculate its path deductively from the known laws of the force of projection, gravity and resistance of the air. The path so deductively predicted may be verified to be true by actual experiments subsequent to the prediction. This process of Deductive Computation followed by Verification is the fourth step in the scientific method.

The four operations now set forth of Observation including experiment, Classification, Generalization and lastly Deduction with verification, comprise almost the whole of what is meant by the scientific study of a department of nature.

We may now examine briefly whether in History we have a department of knowledge that is amenable to such scientific treatment. At first sight, the vastness of the subject and the variety of its details may amaze the inquirer and induce him to believe that History cannot possibly be brought under the canons of scientific procedure. But this would be only, if History be treated as a succession of battles and dynasties, or as a series of biographies. There can be no science in this. The names of generals and of the commanders under them, the strength of their armies, the pomp and glory of their marches and victories, and all information of the same kind may have interest for the patriot or the antiquary, but do not constitute real History. If the sphere of History is properly conceived it will be found that there is the fullest scope in it for scientific investigation. A science of

of man are many; and they are modified in various ways by the varying conditions around him. To work out deductively the effect of a single motive of ours is difficult; and to work out the conjoint result of a host of ever changing motives and impulses is impossible. It is impossible, therefore, to construct deductively upon the basis of the known laws of the human mind a science of History. This must be essentially an inductive science, though special branches of it may admit of a deductive treatment.

I have now come to the end of the first half of my subject. The four-fold operations of observation, classification, induction and deduction, forming the scientific procedure, were first stated. The department of knowledge which forms the subject-matter of the science of History was next described. How that science should be evolved out of the materials collected from observation and classified on the basis of similarity for purposes of scientific induction was touched upon in the third place. And the impracticability of a purely deductive treatment of History was referred to in the last place.

India is the country in which the readers of this *Review* naturally take great interest. The facts about the history of our country have been but partly collected up to date. We have something like an authentic collection of facts only for the period subsequent to the establishment of British supremacy over the land. Even in regard to this period, the facts given in the so-called histories of India are meagre and do not comprise the national life which must form the essential field of observation to the scientific enquirer. The historian of our country has till now been some one member of the ruling race, and has aimed only at presenting a readable story of

the battles, sieges and intrigues which have tended to plant the British power in India. He may have succeeded or not in weaving together a connected narrative of the British conquest of India from the records of Government; but in no instance has he dived deep into the life of the community. This omitted part of our history is its main part. And a historian who is not one of us, whatever his ability and whatever his facilities, labors under peculiar disadvantages; which disadvantages are multiplied a thousand-fold by the peculiar circumstances of India. Do the Indians now form a nation, one homogeneous people, such as the French or the Germans? Were they at any period of their history such a nation? Perhaps not. The study of the Indian national life is, therefore, beset with peculiar difficulties. And these difficulties are intensified in the case of a foreigner who cannot fall readily into the frame of mind that can read aright in sympathetic self-consciousness the workings of similarly constituted minds. The Englishman is of all foreigners the least fitted for the task, because of the intrinsic contrariness of his temperament to ours; he cannot have his mind pulsate in response to the movements of the Indian mind and realize in his own inner workings the thoughts, feelings and sentiments imagined to operate in the mind of the nation whose history he would study. The heterogeneity in the subject-matter and this diversity of temperament have been impediments to the elucidation even of the phenomena of which the record forms but the first step in the scientific structure of History. Again what has been attempted refers only to an infinitely short period of the nation's life. Of past ages, of the centuries upon centuries which have elapsed since the Aryan set his foot

upon the Indian soil, and of that immeasurable period of time prior to the advent of the Aryan, we know as yet nothing. The endeavours made to unravel the social phenomena of these ages by means of antiquarian researches into inscriptions, coins, and buildings form but a small fraction of the work that should be done. There is the immense field of our literature from the Vedas downwards which should be arranged chronologically and of which the contents must be drawn out with a critical and psychological insight so that they may serve as the basis for the commencement of a scientific history of India. To do this work we have many aids. Western Psychology has unravelled the workings and laws of the human mind. We know how the climate, the surface, the soil and other geographical features modify the human mind. We know the methods of interpreting the facts that may be rescued from the oblivion of ages. And more than all, we know, in a rough way it may be, yet in a serviceable form the laws of social evolution culled by European scientists from their study of the nations of Europe and of other countries. With these aids and with the insight into the rational mind and life that must be ours, because of our participation in the same, it must be possible for us to construct or at least to make the first beginning towards constructing the scientific history of India.

Before taking up the second question, I shall refer to the meaning of some of the terms usually employed in this connection. History has been described as a science by some, while others have denied that distinction to it. The phrases "Philosophy of History" "Science of History" and the like are spoken of with contempt by eminent writers,

who have done not a little towards the rearing up of the science which they condemn. All this, arises, I think, from the general practice of using the terms history, politics, &c., in a loose manner. There are three things to be kept apart: 1. The science of History; 2. The facts which constitute the starting point in the scientific treatment of History; and 3. The application of the principles of the science of History to the practical exigencies of a nation. The first, the science of History, we have been describing above. It may be, and has been, called Sociology. And the term History may be restricted to denote the records of events from which the science of Sociology takes its rise. The rules for practical application to the concerns of a nation which may be deduced from the general principles of Sociology constitute the art of Government; and the term 'Politics' may be reserved to denote this art, without being used indiscriminately to denote at one time the science of Society and at another time the art of Government.

N. VAITHIANATHAN.

(To be continued).

STUDIES IN CONVERSATION.

(Helps' Friends in Council, 1st and 2nd series; Companions of my Solitude and Realmah.)

The abolition of the *vivâ voce* portion of the examinations for the B. A. and the B. L. Degrees has not been an unmixed good. A test to find out the readiness, the resourcefulness, the quick-wittedness of the candidates, a test for judging of the ability of the candidates to clothe such ideas as they have in adequate language on the spur of the moment has been removed. It will not be denied that

ton is now a widower with an orphan boy. Ellesmere's wounds of disappointment in the affair of Gretchen are slowly healing. The story of Dunsford's love for the mother of the young ladies Mildred and Blanche throws an interesting side-light on the reverend gentleman's character and he appears no longer a queer compound of modesty and mathematics, of quietude and classics that one is apt to take him for. His unworldly character, the shrewd worldly wisdom he betrays at times, his sunny cheerfulness, his large-hearted charity that thinketh no evil of men are portrayed with a loving interest. The addition of Midhurst, the Rasselas-Palstaff as Ellesmere happily describes him, introduces an element of pessimism which was till then absent. The Conversations in the second series of Friends in Council are carried on in the continent to which the party has gone on a holiday excursion. The author is considerate enough to the reader's feelings of the fitness of things in marrying Mildred to Ellesmere and Blanche to Milverton. Before this usual consummation of novels is skilfully thrown in the suspense by way of misunderstanding between the lovers, &c., which is so needful for keeping up the reader's interest.

When we next meet our friends we have to take note of some changes that time has brought about. Dunsford is no longer the reporter. He is dead and his place is taken by Johnson, private secretary to Milverton. Instead of Midhurst we have Manleverer who reproduces in a more pronounced way the former's physical and mental characteristics. In Cranmer is described the man of the red-tape and in Sir Arthur Godolphin is represented the man of genius in office, a happy combination of the poet and the office-man.

We naturally expect conversations of a high

order from men of such varied pursuits and accomplishments and we are not disappointed. The conversations are as nearly perfect as works of art as they can possibly be. The essential merit of this species of composition is to help to grow a truth from the impact of one mind with another, to enable men to see the same subject from different points of view and make them comprehend the subject instead of merely apprehending it. To quote a past master in the art, 'in the electric kindling of life between two minds—and far less from the kindling natural to conflict (though that also is something) than from the kindling through the sympathy with the object discussed, in its momentary coruscation of shifting phases—there sometimes arise glimpses, and shy revelations of affinity, suggestion, relation, analogy, that could not have been approached through any avenues of methodical study.* A casual examination will show that these peculiarities of conversation are carefully remembered by Helps.

The aid that conversation gives in the exposition or the diffusion of truth is only one aspect of it, perhaps the least attractive to the generality of men. In these days of cheap publications and diffusion of knowledge agencies, nobody seriously thinks of conversation as a means to knowledge. Its recreative character forms the chief attraction to the unregenerate many. As studies in recreative conversations nothing can be more delightful than what is narrated to us as the unbending of the above-mentioned ladies and gentlemen in their occasional respite from their ordinary duties. What an unbending it is! How grateful the transition from the grave wisdom of Milverton to the delicious chaff of Ellesmere,

* De Quincey's Works, Vol. XIII. Art. Conversation.

from the genial pleasantry of Sir Arthur to the provoking matter-of-factness of Cranmer, from the exuberant animal spirits and the brilliant wit of Sir John to the ponderous melancholy and the shrewd hits at character of Manleverer! How wide-ranging is their information, how large are their sympathies; how tolerant are they towards one another! The Boston philosopher was not wide of the mark when he said that the highest thing civilization can do is to bring together three or four intelligent people to talk together pleasantly.

It is not forgotten that the conversations are after all mere works of art, figments 'all carved out of the carver's brain.' But it will be admitted that Milvertons and Ellesmeres, Dunsfords and Sir Arthurs are not ideals too unapproachable to be realized in the cultivated society of England. Whether they are so for the society of Englishmen out here, it is not for one who has seen so little of them to say. But to one who has groaned in spirit over the vapid small-talk, the scandal worn threadbare, the apathy for ideas much too common among the cultivated Indians here, it may be permitted to lament how far we fall short of such ideals.

For the promotion of intelligent conversation a fair portion of knowledge on various subjects is an essential requisite for every one. 'It is not to my mind,' says Ellesmere, 'that a cultivated man should be quite thrown out by any topic of conversation or that there should be any form of human endeavour or accomplishment which he has no conception of.' This need of a broad culture is constantly insisted on by Helps. One would almost suppose that the author was not addressing his own countrymen but was talking at us Indian graduates in the following: "I am

ashamed when I think of the want of cultivation even in those who are reckoned the most cultivated people; and not so much of their want of cultivation, as their want of the power of continuous cultivation." Again, "We should not be so anxious to succeed at college, at the bar, in parliament, in literature or in any one art or science. We should perceive that there was a certain greatness of nature and acquirement to be aimed at, which we would not sacrifice to any one pursuit worldly or artistic." Specialization of which we hear so much now disables us from seeing things in their true proportions. There is surely a mean between inane versatility which would master all subjects and has its intellect muddled for its pains and the scarabee who on the eve of the presidential election for the Republic could only think of the presidency of the Entomological Society.*

The necessary knowledge being presupposed, there is still required for conversational excellence a happy style for the expression of the thoughts. The practice of Demosthenes and the advice of Johnson†—of following a model—may be availed of inasmuch as it will ensure the critical study of some good writer. But the common idea of any writer's style being suited to express the thoughts of any other person, of style as something sitting loose on the thoughts as a coat does on a man's back is altogether a superficial one. The style is more organically related to the thoughts than is conveyed by the above image. It is rather the skin the stripping of which is torture and death. The effect of imitation of the manner of any writer may be as ridiculous

* The Poet at the Breakfast Table.

† The tradition is he copied Thucydides eight times.

‡ See Life of Addison towards the end.

as is the figure the modern poets cut in their borrowed armour in the famous Battle of the Books. A careful reader of good writers insensibly forms a style of his own. If Horace may be believed, there is no need to seek for words.

Seek only fact and thought.

And crowding in will come the words unsought.

What it behoves us all to learn is "the virtue of direct and precise expression, uttering our thoughts in a language in which the truth can be told, a speech that is strong by natural force and not merely effective by declamation."* The necessity for such a style for conversation is admitted by a writer who shows by his practice he would have none of it for more serious compositions. "It should be an express office of education," says he, "to form a style cleansed from verbiage, from elaborate parenthesis and from circumlocution as the only style fitted for a purpose which is one of pure enjoyment and when every moment used by the speaker is deducted from a public stock."

This style so necessary at least for conversation according to De Quincey, and so desirable generally according to John Morley, will be best learnt, so far as style can be learnt in this way, from a careful study of Helps' books. The quiet beauty of his style grows on one with increased observation. It may perhaps be thought insipid by readers delighting in the brilliant rhetoric and the splendid declamation of Macaulay, the rugged force and the vivid word-painting of Carlyle, the luscious grace and the Corinthian magnificence of Ruskin's earlier manner. Ears deafened by a storm of orchestral music may not be

able to appreciate immediately the still small melody of the lute.

For thoroughly appreciating the conversations, the essays in the *Friends in Council* Series and the novel in *Realms* will have to be read. The conversations form merely the artistic setting for the essays and the story. From a half-conscious feeling that there are thousand such elsewhere (of these latter kinds of composition) as worthy of our wonder, the beauties of the frame-work have occupied us exclusively till now. What form the central picture, the essays and the novel are however of sufficient merit in themselves to deserve study on their own account. The essays treating, as they do, mostly of familiar matters of every-day existence,

Of Natural Sorrows, loss and pain

That have been, and may be again,

come home, like those of the great prototype of essayists, to men's business and bosoms. The wise thoughtfulness, the warm sympathies exhibited to all forms of suffering, the large-souled religious aspirations and the ardent philanthropy transparent in these pages will have the most beneficial effect on the reader. The political lesson conveyed by the novel is not without its value in these days of earth-hunger and forward-politics.

It will be a matter of satisfaction if this notice of Helps, slight and inadequate as it is, should in the least degree help to the increased study of an author whose 'quiet and beautiful English' has been admired by Ruskin* and whose profound observation of human nature and strong genial sympathies have been acknowledged by the Talus-like critic Dr. Baint.

* Chamber's Cyclopædia of Lit. Art. Helps.

† Practical Essays, p. 5. See his ruthless criticism of Falstaff's character in his 'Composition' and then say whether he deserves the epithet or not.

K. B. RAMANATHAN.

* John Morley's Study of Literature.

FEMALE EDUCATION IN INDIA.

In the last number of this *Review*, I pointed out that one of the main causes that retarded the progress of Hindu female education, was the fact that until very recent times a school education was considered by Hindu parents as unnecessary for a Hindu girl, and that the education essentially of a religious and moral nature, which was given to her in her home, in addition to a special training in the careful discharge of the onerous duties of the household, was regarded as sufficient to befit her to perform efficiently her duties in life. Since the publication of my last article, an able editorial on the subject has appeared in the *Hindu* of Madras. The writer agrees with me with regard to the ideas of Female Education held by the Hindu public about fifty years ago, but contends that the present altered condition of Hindu society requires that a public school education should also be given to modern Hindu girls. In support of his view, he says:—"The Hindu society is no longer permeated exclusively by spirituality. The nation lives in an age of intense worldliness and its future is being moulded by influences altogether worldly; and just as the Hindu man, even though he be a Brahmin, can no longer confine his education to the study of the Vedas and Vedangas, so can the Hindu woman no longer learn to read the Ramayana and Bharata and listen to Puranic stories in the afternoons and say that her education is complete. For our women as well as men, there can be no doubt, a distinctly practical, worldly, and mind-expanding, and soul-elevating education is wanted. Nor can this education be given within the four walls of the girl's home. If the Hindu woman is destined for ever to live and die within the

Zenana, then a purely Zenana education might do perhaps. But the spirit of the age and the education given to the men, call her forth from the artificial and unhealthy life of the Zenana (and) to share the responsibilities of life with the other sex. The Hindu girl must have her education in public schools to supplement what training, spiritual and moral, she might receive at home." I fully concur in this view, which has been so ably expounded by the *Hindu* and shall dwell at full length on the subject later on when I discuss the necessity of school education for our women.

I shall now refer to a few other circumstances which led to the slow progress of female education in India. As already remarked, public schools for girls were started long after the schools for boys, and consequently there was plenty of time for the Indian public to judge of the effects of English education on Hindu boys, before the question of female education was pressed on their consideration. It was found that the education given in Government boys' schools was productive of a great deal of good. But the change effected by it in the ideas and conduct of the pupils created in the minds of the conservative Hindu parents a prejudice against it. From the earliest times of our history up to the advent of the British, the education given to a Hindu boy was more or less of a religious character; but the education given in English schools was purely of a secular nature; and naturally the effects of the one were quite different from the effects of the other. A knowledge of Western science and Western philosophy induced its recipients to show a disregard for their mythical legends, and time-honoured religious and social customs; and it was

these are desirable qualities to be tested.* The removal of the test has tended to the neglect of the cultivation of these qualities.

Still much may be done towards the desirable cultivation of conversation in the school-room as in the study. The catechetical method pursued in schools is partly the *ex vivo* examination carried on in the course of the daily lessons. The conversation lessons which sometimes supplement the composition lessons and the debating societies (the fostering of which forms so great a feature in almost every school) are remedies that suggest themselves in this connection as tending to promote readiness of thought and expression.

At school there is not any difference made between the way in which the students express their thoughts in their written exercises or compositions, and the way in which they express themselves in the conversations of the class-rooms. The tendency of boys to talk like a book where they do talk at all is encouraged. The teacher finds it as much as he is able to do if he makes the students express their thoughts in a plain, matter-of-fact way without egregious blunders of grammar or idiom. For any cultivation of style beyond this stage the students have to make use of their own exertions.

* This is what Dr. Arnold has to say on the subject: "If men are tried by written papers only, one great and most valuable talent, that of readiness and the very useful habit, of retaining presence of mind so as to be able to avail oneself without nervousness of all one's knowledge and to express it at once by word of mouth are never tried at all..... Presence of mind is a quality to be encouraged—nervousness is a defect which men feel painfully in many instances through life. Education should surely attach some reward to a valuable quality which may be acquired in great measure by early practice and should impose some penalty or some loss on the want of it." Stanley's *Life of Arnold*, pp. 101—102 of Vol. II.

For the cultivation of the written style there are models—the simple Saxon grace of Bunyan and the involved melody of De Quincey's prose, the vigorous homely style of Paley and the rich poetic prose of Ruskin. As regards the conversational style* the Indian student is at a disadvantage. He does not frequent societies where conversation is cultivated as an art. The society of cultivated English men and women where conversation is likely to be at its best is not accessible to him. Even this disadvantage may be overcome by the study of well-chosen books. Many of the novels which are published in such great profusion depict the life of English men and women. The conversations described in the novels are often of the most excellent nature. A careful study of such portions of the best novels will furnish the reader with excellent models of conversational style. But, as Dr. Bain complains, few persons study novels with such a purpose†. The other elements of interest in the stories are too distracting and the improvement that may be expected from such study is not realized.

Such adventitious interest of plot or characterization is not overwhelmingly prominent in the books which it is the object of this paper to commend for study. The distinctive and the most interesting feature of *The Friends in Council* and *Realma* and, to a certain extent, of *Companions of my Solitude* is the wealth of the conversations there reported.

Boswell's *Johnson* and Holmes' *Breakfast Table Series* may occur to many as books with the like claims for recognition. The easy superiority of Helps' books to these will be perceived by any one who will take the trouble to study them all and compare their respective

* In English.

† P. 432 of *Education as a Science*.

conversational merits. The comparison is to be strictly limited to the ideal of excellence attained by the conversations in each case. The pleasure we get from the fund of literary gossip and the naive display of the writer's personality in the Life of the Doctor is apt to interfere with our dispassionate judgment of the biography. Again the fact that the conversations reported by Boswell did really take place and among men whom we all love and revere gives an interest to them out of all proportion to their actual merit as conversations. It is necessary to discount these distracting elements of interest to realize the superiority of Helps. As regards the American books, the racy humour and the biting wit of the writer are calculated to cloud our judgment. One defect and a plain one is that the *Amocrat* monopolizes almost all the talk and allows too little of it to the other persons of the Breakfast party.*

The tendency of conversations to descend to monologues is perhaps inevitable when one of the party is so superior to the rest in all that makes a brilliant talker that the others are willing to efface themselves for the sake of listening to him. The despotism of 'Samuel the First, of Samuel the Second, and of Thomas the last of the dynasty' is easily explainable. This danger is avoided by Mr. Helps bringing together men and occasionally women among whom there is not perceptible any great disparity of intellect. He provides them with a variety of occupations. This

* Landor's Imaginary Conversations, Traill's New Lucian and Marion Crawford's With the Immortals, all excellent in their way as compositions, owe their chief interest to the historic character of the interlocutors.

† Johnson.

‡ Coleridge.

§ Carlyle.

|| The Poet at the Breakfast Table.

prevents the conversations from smelling too much of the shop. There is a judicious introduction of varied topics not too abstract for discussion, such topics as all persons of a fair share of culture and intelligence may have something sensible to say.

The scheme of the conversations is extremely simple. A party of friends meet together. One of them is of known literary proclivities. He generally reads an essay or a story and there are conversations before and after the readings. Those after the readings bear of course on the essay or the story read.

In bringing together the various persons for conversational purposes, the *mise-en-scène* is not neglected. It is so skilfully managed as to interest the mere novel-reader. In the first series of *Friends in Council* the speakers are Milverton a writer who has had official experience, Ellesmere a lawyer enjoying very good practice and Dunsford a clergyman and formerly their tutor at the University. The softening influence of woman is not forgotten. Miss Lucy niece of Dunsford is introduced as attending the conversations when Dunsford is confined to bed through illness. And we get occasional glimpses of herself and her mother later on in the volume as also in *Companions of my Solitude*. The novel reader is interested to learn that Miss Lucy has a lurking partiality for Ellesmere. But Ellesmere has not eyes to see it being blinded by his love for Gretchen, the moving romance of which love is narrated in the *Companions of my Solitude*. When we next hear of Lucy, she has been married. But it is not to Ellesmere, the author, as will appear, having some other arrangement in view for him.

Two young ladies have come to take the place left vacant in Dunsford's house by his niece's marriage and settlement in life. Milver-

feared that the minds of educated young men were drifting towards an alien religion or atheism. The conservative Hindu parents therefore apprehended that, if they permitted their girls also to receive the same kind of education as was being given to their boys, their religion would be at stake, their social institutions and domestic life would undergo a thorough change, and that they would thereby get completely demoralised and lose their distinctive character as a spiritual nation. Their fears in this direction were further enhanced by the action of the Christian Missionaries, under whose charge were a large number of the boys' schools. The Christian Bible had been introduced as a subject for study in all Mission boys' schools, tracts and pamphlets extolling Christianity and condemning Hinduism had been published and freely distributed among school-going children, and a few pupils here and there had been converted to the Christian faith. This procedure prejudiced the conservative public against Mission schools; and for the safety of their religion, they did not think it prudent on their part to mislead their girls also for education to missionary institutions. I have thus briefly referred to the objections, which even some of those Hindu parents, who were willing to give their daughters a school education, had against sending their daughters to Government and mission schools, and which therefore formed another cause for the slow progress of Hindu female education.

The causes which I have enumerated above, continued to operate in their full force until about fifteen or twenty years ago, when more favourable ideas began to prevail regarding female education. Then English education for boys had become popular in all parts of

the country, and even among the orthodox communities there were many highly educated young men, who had received the benefits of an English education. These educated young men found that the liberal secular education they had received, while conducing to worldly prosperity, did not convert them into atheists or haters of their religion, as had been at first feared, but on the other hand created in them a reverence and regard for all that was good and holy in their religion and philosophy, and only exposed to ridicule absurd and superstitious customs and observances, which had the semblance of religion. They found that the more they advanced in their liberal ideas and knowledge, the more they became separated in thoughts and deeds from the female members of their family, whose minds were steeped in ignorance and superstitious beliefs. They therefore naturally concluded that for the happiness of their family life and their progress as a nation, it was necessary that the women of the country should also become participators of the blessing of education, which our benign British rulers conferred upon them to improve and elevate them. Moreover, as they saw that the British Government and other foreign bodies, had not, even after years of earnest endeavours, succeeded in making female Education popular in the country, they were driven to the conclusion that success in the cause could be obtained only by the honest and strenuous exertions of the educated natives themselves. Hence it was recognised that it was the duty of every educated native, a duty which he owed to his family and his country, to help as far as lay in his power to promote and popularise female education among his countrymen. Accordingly, our educated young men began to deliver lectures on the subject in all parts

of the country, essays and pamphlets were published, and what is more practical, Associations, some consisting of Europeans and Natives and others purely of Natives, were formed to advance the cause. These Associations started girls' schools in different parts of the country, and also appointed agencies for imparting education to grown-up girls and women in their homes. The disinterested efforts of these Associations and individual patriotic gentlemen, created confidence in the public mind, and gave a fresh impetus to the cause of female education; and from that time forward, the cause has been gradually progressing and becoming popular.

I am intimately acquainted with the praiseworthy labours of one of these Native Associations, and have carefully watched for a period of twelve years the progress of the institution for girls started by them, the famous Maharani's Girls' School at Mysore. In the next number of this *Review* I shall give a short account of the development of this school, and describe briefly the laudable efforts made by patriotic gentlemen to promote the cause in Mysore, as I think that this information may be useful to workers in the cause in other parts of India.

S. MALHARI RAO.

(To be continued.)

FROM OUR UNIVERSITY CORRESPONDENT.

CAMBRIDGE, August 1895.

In the depth of the Long Vacation there is naturally very little to tell. Indeed, apart from a few enthusiastic workers among the undergraduates, and such of the tutors and coaches as think it worth their while to be here, there is hardly any body left in Cambridge, and 'nobody' in Oxford.

You will therefore hardly expect much news from me this month, knowing that we are in that happy condition in which no history is being made. Even the General Election attracted comparatively few to Cambridge from their resting-places in Switzerland or Norway; but in spite of this, and of the absence of the odd four hundred persons *in statu pupillari* with votes, the conservative candidate for the Borough largely increased his majority; while his Liberal opponent went empty away. The excitement, for vacation time, was prodigious; and actually led to the scratching of cricket matches. 'If we win,' wrote a cricket Secretary, 'we shall be too elated to play; if we lose, we shall be too dejected to look at a cricket-bat for some weeks.' *P. S. Liberal.* The large number of outlying county constituencies was represented by committee-rooms innumerable in the town; so that even after the Borough contest was over, electioneering seemed to go on much as before. Some American Professors, visiting Cambridge from the ordinary motives, saw more than they had anticipated; they were assailed by an army of canvassers; but by dint of saying that either candidate was in their opinion 'out of touch with the trend of popular opinion during the last few years,' they escaped without being actually dragged to the poll.

I mentioned in an earlier letter the sadly premature death of Mr. H. C. Goodhart, Professor of Humanity at the University of Edinburgh. The vacancy thus caused has been filled up by the appointment of Mr. Ross Hardie, Tutor of Balliol College, Oxford. I well remember Mr. Hardie's undergraduate fame. He is one of the many Scotch scholars who have come to Balliol with a Snell Exhibition; his papers in 'Greats' were rumoured to be of exceptional merit; and when he went in for his Fellowship at Balliol he had a 'walk over,' no one daring to stand against him. That he will succeed at Edinburgh goes without saying.

The death of Professor Babington removes a figure far better known some years ago than of

the Organisation of Secondary Education in England and Wales' by that time. One thing with which we may solace ourselves is that the new Government is not overwhelmed with projects. They have got in *carte blanche*—or 'nearly so': they are pledged to relieve the distressed Charchmen, who persist in perpetuating the existence of their own Voluntary schools, when no one wishes them to do so, and at the same time complains that the State will not give them more help.

You will be pleased to hear that the Primary teachers—through their vigorous Union—have got two of their brethren into Parliament, one on each side of the House. This ought to be a great advantage both to teachers and to the House itself.

The detailed prospectus of the College of Preceptors' new Training College for Secondary Teachers is out, and contains some notable features. Students will be in daily 'practice' at some school; will visit schools; and will give 'criticism' lessons. They will make a study of the 'observation of children,' of 'voice production'—an excellent thing indeed—and of black-board drawing and gymnastics. Will it succeed? It is much more likely to do so, judging by its prospectus, than the last Training College of the same kind. It had one principal and two students—according to tradition; some say one student. It never rains but it pours. Here is another Training College announced—at King's College, London. It does not speak well for the authorities of this place that they should start their little experiment at this particular moment. The Preceptors were first in the field; their project was announced many months ago. They are therefore entitled to have the first innings all to themselves. And may they have it and score; and let us hope that King's will have the good grace to retire—early. Not that a College like King's or preferably University might not be the better body—and it certainly would command greater respect; but it is too

late just now. As Dr Fitch maintains, the training of Teachers is, by its nature, one of the duties of a University. Yet a practical body like the College of Preceptors may very possibly be the best qualified to point out the way. They know what is required—if any one does. And they are situated far better than either Oxford or Cambridge with respect to schools. All honour to the College then if they try to solve this knotty question, and having done their part pass the work on to the future Teaching University of London.

One event, directly concerning one individual and one school, indirectly of general interest, and a most cheering thing to all who wish to see the schoolmaster free in his intellectual life has to be recorded this month. Mrs. Bryant, D. Sc., has been appointed Headmistress of the leading girls' school in London. Seeing that she is a Sunday lecturer for a philosophical Society which could by no stretch of language be called orthodox and in out-of-school matters takes her own way with perfect independence, it is indeed a matter for congratulation. The trustees have not only brought honour to the school by appointing such a singularly able lady, but have honoured themselves by their courageous act in sinking all extraneous considerations. How many men are there in England to-day who are barred from getting the headship of even a little grammar school because they are not orthodox.

GERMANY.

A German paper of note complains about the spirit that prevails amongst the pupils of the Gymnasium of to-day. It condemns the swagger in manners and dress, the clubs, which check earnest work and imbibe them with a wrong feeling of honour; leading to untruthfulness in school and house. The everlasting talk of over-work, which has done some good in many respects, has however roused the conviction in our boys, that the school is wrong to expect so much work from them, and it is especially the school-

reform of 1892, which has done some harm by decreasing the number of lessons, paying less attention to grammatical studies, and thus diminishing the development of mind. Another complaint is, that fathers, now-a-days, trouble themselves too little about the education of their boys. All is left to the mother, whilst the "pater" has to attend to his clubs, beer-houses and newspapers. The consequence is, that much "cribbing" and dishonesty in work takes place in school and house.

A mother writes: "The school spoils the character," said my boy to me one day, trying to excuse himself when I blamed him for having tried to cheat one of his masters. The boy was not so wrong after all, and I should like to maintain, that the school does not only spoil the character of the boys but also that of many parents. It is astonishing how often parents join in the dishonesty of their boys. How many boys would be saved from early ruin if their fathers would have a sharper eye on them."

No better model of a "father" could be placed before them than the great "Diesterweg" who, in spite of his many duties, had always time enough to watch the development of his children, and to further their bodily and mental welfare. He himself called his children early in the morning, taught them cleanliness and tidiness, observed their behaviour at table, questioned them on their lessons and took the greatest interest in the experiences of their daily life. He took them out for walks, informed them about the laws of nature, drawing at the same time their attention to the beauty that surrounded them. In winter he took them on the ice and in the evenings made them recite poems and sing songs. He thus accustomed them to regular activity, teaching them also how to employ best their leisure time. He was a strict father and demanded implicit obedience. But not only the intellectual, but also the religious and moral education of his children he guarded with great

eagerness. Even after they had left the paternal house, he continued to be the guardian of their souls. The following letter to his eldest son, who studied medicine at Bonn, is an authentic proof of his paternal care:—

"I rejoice at your well-being and at your brisk mind. If you possess strength and courage, you will also have the necessary rage for study. *Rage*, I say! Without it, success is impossible. Like a wolf you must dart upon nature, in order to understand the real character of things. I miss in your letter the way how you observe plants and animals, whether you analyse or inspect them microscopically. I don't care a fig for your knowledge, if you only hear and not observe, if you only repeat and can't do anything yourself. At any price you must work for yourself; this is necessary for the practical development of a man. I am sorry to hear, you don't study mineralogy. It is partly a basis of chemistry and *vice versa*. Always associate with clever, moral and brave fellows. It is a matter of course that you should always be grateful to your teachers, who do so much for you. Be economical and keep a book for all your expenses. I am not very pleased to hear that you dine with my brother. You lose too much time and the table is too rich for you. Go in for plenty of exercises: running, swimming and fencing. It is wise to study in solitude, but at the same time enjoy life, but strict morality and a mature mind must rule the youth as well as the man."

JAGERHOF BAL EUTIN,
August 1895.

O. DELFS.

OUR BOMBAY LETTER.

August 1895.

I am glad to learn that Mr. K. M. Chatfield, M.A., our worthy Director of Public Instruction, has been granted a further extension of service for one year from 1st April 1896.

The following subjects have been selected by the Syndicate of our University for the com-

petitive essays for the different prizes and medals to be awarded in 1896:—

I. *For the Homjee Cursetjee Dady Prize*.—"The South-west monsoon: a consideration of the causes which may determine its extent, duration, and occasional retardation in Western India."

II. *For the Karsunda Muljee Prize*.—"The mutual connection between the Moral, Social, Economic and Political condition of a People."

III. *For the Dosabhoj Hormasjee Cama Prize*.—"On the Advantages and Disadvantages of the Various Modes of Disposal of the Dead."

IV. *For the Ashburner Prize*.—"To what extent are the Technical and Agricultural Schools as at present organized calculated to exercise a beneficial influence on the Arts, Manufactures and Agriculture of the Presidency, and what improvements in them and in the social circumstances of the People would render their influence more effective?"

V. *For the Sir George LetGrand Jacob Prize*.—"Effects of the Introduction of British Rule on the revival and development of Sanskrit and Vernacular Literature."

VI. *For the Manockji Limju Gold Medal*.—"Progress of the art of Printing among the natives of India, its present condition, merits, and defects."

VII. *For the Vishvanath Narayan Mandlik Gold Medal*.—"The Relations between the Dharma-sûtras and the Metrical Smritis and the History of the Development of Hindu Law as disclosed by these two sets of works."

VIII. *The Pandit Bhagvanlal Indraji Gold Medal*.—"The various Indian Eras referred to in Indian Historical Documents."

At the meeting of the Bombay Legislative Council held at Poona on Wednesday the 7th instant, the criticisms on the Budget items relating to education were mainly directed against

the disinclination of Government to take over the Guzerat College, to make primary education free, and to increase the expenditure on education generally. The Hon'ble Mr. T. B. Kirkham in a very lucid speech pointed out that it would be a retrograde step on the part of Government to take over the Guzerat College, the policy of Government being to let educational institutions managed by officials gradually develop under favourable circumstances into institutions managed by local bodies, and finally into institutions managed by local trustees. Adverting to the question of free education, Mr. Kirkham explained that the introduction of free education would give the death-blow to the system of indigenous schools conducted by natives side by side with the Government primary schools. Mr. Kirkham is of opinion that the contact of the two systems of primary schools is mutually beneficial and likely to develop a type of primary schools exactly suited to the needs of the people. As regards the complaint about the small expenditure on education generally Mr. Kirkham said that he was always delighted to associate himself with any one who desired to increase the amount spent on education, for he believed there was no money better spent than on education, but that members who raised the question should take note of the fact that the expenditure on education in this Presidency had during the last fifteen years risen from thirty lakhs to upwards of sixty lakhs. In answer to the complaint that out of provincial revenues only 1.6 per cent. of the whole is expended on primary education in Bombay, whereas the School Board rate in London is about 11d. in the pound or more than four per cent. Mr. Kirkham remarked that the Government in dealing with Bombay had to deal with the great silent voiceless mofussil and he clearly showed that while the sixty more or less small municipalities of the Central Division of this Presidency—Poona, Satara, Ahmednagar, &c.—with a population of about 800,000 people, quite equal to the population of the Presidency city, and a total expenditure of

fourteen lakhs, spent two lakhs or one-seventh on primary education, the municipality of wealthy Bombay with its total expenditure of 63 lakhs spent only ninety-thousand rupees or one-sixtieth on primary education, the present percentage on rateable value devoted to education by the Bombay Municipality being less than a half per cent.

At the last meeting of the Medical Faculty of our University, Surgeon Lieut.-Colonel G. Waters was elected Dean in Medicine.

Mr. J. Oliver has been confirmed as Educational Inspector of the Northern Division, *vice* Mr. E. Giles, M. A., transferred to Sind.

Of late years an increasing number of candidates plucked in the Bombay Matriculation has been appearing in the Allahabad Matriculation Examination. In April last upwards of a hundred candidates from Bombay appeared in the Allahabad examination and some forty of them have been declared successful. But in future the Allahabad Matriculation will not be open to outsiders, the Senate of that University having recently resolved that for Regulation 2 of the Regulations in Arts, present reading:—"Any person wherever he shall have been educated, may be admitted to the Entrance Examination" be substituted the following:—"Any person who is a resident of, or who has studied for not less than an academical year in a school in, the North-Western Provinces, Oudh, Central Provinces, Rajputana or Central India, may be admitted to the Entrance Examination."

The Hon'ble the Chief Justice and Judges of H. M.'s High Court of Judicature, Bombay, have been pleased to direct that in the case of a pleader of the High Court of not less than ten years' standing who is a Bachelor of Laws of the University of Bombay, and who has ceased to practise at least for one year prior to the date of his

application, the Chief Justice and Judges may, in special cases, dispense with the attendance and examination required for the admission of candidates as advocates of the High Court. Mr. R. M. Patell, M. A., LL.B., Second Judge of the Bombay Court of Small Causes, has been admitted an advocate of the High Court by virtue of this change in the rules.

It is notified by the Government of India that in future second-class accommodation only by railway in India and on the sea-voyage to London will be allowed to persons selected to hold Gilchrist or Government scholarships in England.

I understand that the Hon'ble Mr. Chief Justice C. F. Farran, B. A., has retired from the Syndicate owing to press of work, and that the Hon'ble Mr. Justice M. G. Ranade, M. A., LL.B., C. I. E., is once more to be proposed as a Syndic in Arts.

St. Xavier's College, Bombay, has suffered an irreparable loss by the death of Father Hamilton, S. J., Professor of English Literature. Father Hamilton was born in Scotland and he came out to India about 20 years ago at the age of thirty, making Bombay his home till the time of his death. He led a life of self-sacrifice and benevolence and carried on his work in a quiet and unassuming manner. As a professor he was very successful and popular, and he took an almost fatherly interest in all his pupils. His friends and admirers have set afoot a movement to perpetuate his memory and about Rs. 3,000 have been already subscribed towards the object.

Another Scotch educationist of Bombay—Mr. James Scorgie, Emeritus Professor, College of Science, Poona—has died in Scotland at his residence "Poona Villa," Beechgrove. He came out to India in 1863 and officiated as Principal of the Sir Jamsetjee Jejeebhoy Parsee Benevolent

late. He was eighty-six years of age, and had held the chair of Botany thirty-four years. For some time past, however, the duties of the chair have had to be performed by his deputies; and many even of the demonstrators hardly knew him by sight. In his day he did good work; the present condition of the Botanical Gardens is due to his labours, and the study of botany in Cambridge has been greatly extended since he undertook its direction. As to his successor, it is impossible to speak with confidence. If his old pupil, Dr. Sydney Vines, could be induced to leave Oxford, he would doubtless be certain of election, but Dr. Vines's post at Oxford is one of far higher emolument than Professor Babington's. Mr. Frank Darwin of Christ's, and Mr. Marshall Ward of Cooper's Hill would seem to be the two most likely names; and I believe that one or other of them will be finally chosen.

The University of Durham has at length taken a step which ought to incite Oxford and Cambridge to emulation. Durham has obtained the right of conferring degrees on women, in all subjects except divinity. For the purposes of medicine and science the two colleges at Newcastle are now recognised as degree-giving branches of Durham University. The first woman-graduate of Durham, Miss Ella Bryant, received the degree of Bachelor of Science last month. In connection with this, it is interesting to read Professor Case's article in the current *Fortnightly Review* against the granting of degrees to women. Professor Case led the opposition in Oxford; and his article sums up very ably the views of his party on this question. He is particularly strong on the subject of Medical degrees; but it is very difficult to see why, when ladies have the opportunity of going through the full course in every subject, they should not be allowed the obvious corollary of adding the mere handle to their names. The opposition ought to have begun earlier; it seems too late now to resist the inevitable course of events: and with London, St. Andrews, Göttingen, and now Durham showing

the way, it seems a mere confession of reactionary Toryism for Oxford and Cambridge to lag behind.

The new Slade, Professor of Fine Art at Oxford is Mr. H. E. Wooldridge. With Professor Waldstein at Cambridge and Professor Wooldridge at Oxford we may expect the study of art to advance rapidly.

The visit of the Medical School to Cambridge was one of the most interesting events of the month. An array of clergymen is not uncommon; but we do not often see so many members of the sister profession. They had their quarters in King's College, and were entertained at garden parties by Sir George Humphry, Regius Professor of Surgery, and others. This visit, and the previous one of the Schoolmasters, which I described last month, have kept us from being absolutely dull. We have also had visitors from America, about a hundred American organists having spent a few days in London, Oxford, and Cambridge. At Oxford they were very unfortunate, as the place was almost empty; but in Cambridge some colleges still held their services. They expressed themselves specially delighted with the renowned service at King's, and with the organ-playing of Dr. Mann. Somehow, they said, though they have excellent musicians in America, the combined effect of antiquity, architecture, and admirable playing and singing, is hardly to be had there. At any rate they showed that Americans have in abundance the power of kindly and discriminating appreciation.

The British School at Athens is still pushing ahead. This school, in which Professor Blackie took such interest, does not suffer by his death. The managing committee have offered to the University of Oxford a studentship of £50, to be held by a student nominated by the University. The scholar is to reside not less than three months, to work in the school under the direction of the chief, and to assist in excavations if required. I have often talked with men who have been to Athens and seen the working of this school.

and I know that there is no quarter of a year which they would not rather erase from their memory than the one they spent in Greece. The nominee of Oxford will be a fortunate man.

Among statistics of the general elections, by no means the least interesting is that drawn up by the *Oxford and Cambridge* magazines as to the number of M. P.'s provided by the different universities and colleges. At the present time this list is not yet issued; but I should imagine, from my casual glances at the tables, and at the biographical notices appended, that in numbers, as usual, Oxford holds the lead. In ability and distinction, of course, opinions will vary pretty considerably; but it will be very hard to beat the list of old Trinity men given by Dr. Butler at the annual Old Students' dinner the other day. To give but a few, the two leaders in the commons are both of Trinity; Mr. Gerald Balfour, the new Chief Secretary to the Lord Lieutenant of Ireland, is an old Fellow; and Sir George Trevelyan was a very high classic from the college in 1861. I mentioned the Speaker in my last letter. He has since acknowledged a message of congratulation from 'the union clerk' on his election. 'I dare say,' he says, 'that I thought myself a much greater man when I was President of the Union thirty years ago than I do now.'

Equally interesting is the presence of some ex-schoolmasters in the House of Commons. Mr. Yoxall, one of the members for Nottingham, and Mr. Gray, member for West Ham, are both old schoolmasters. Mr. Yoxall is a Liberal and Mr. Gray a Tory, but however much they may differ on imperial questions they will be cordially united where the interests of education are concerned.

Among books that have lately been published, I might mention Mr. Oscar Browning's 'Age of the Condottieri,' an excellent summary of Italian history at one of the most confusing of its periods. Mr. Churton Collins has brought out a volume of *Essays and Studies*, the brilliant style of which is an explanation of his success as an

Extension Lecturer. The most interesting of these Essays is perhaps the one in which he rescues the name of Theobald, as a Shaksperian critic, from its undeserved obloquy. Mr. Aldis Wright has added *Much Ado* to his annotated Shakspeare texts. It proceeds on the lines of his earlier plays; there is the same minute accuracy and the same avoidance of 'sign-post criticism' which have brought on Mr. Wright's head the wrath of Mr. Collins in the *Saturday Review*. Amid innumerable other labours, Mr. Gollanez and Mr. David Nutt have issued a really beautiful edition of the *Midsummer Night's Dream* for the use of children, with explanations adapted to their capacity, and not too many in number. Professor Skeat, I am glad to say, is now better from his serious illness, and will be able to go on with his promised edition of works attributed to Chaucer, which will be uniform with his monumental edition of the genuine poems.

All old Cambridge men will hear with regret of the illness of Mr. H. G. Fuller, the famous football-player, and President of the Cambridge football club. A great athlete, Mr. Fuller is an 'all round man' besides. He is a coach, and has been Proctor; and is perhaps the most popular man in the University. Many men now in India will remember him, and will join in wishes for his speedy recovery.

OUR LONDON LETTER.

LONDON, August 9, 1895.

Matter for letters is somewhat scarce just now. We are favoured with 'forecasts' of the Commission's Report and conjectures as to the action of Government in the matter of Voluntary Schools; but these I will not inflict upon you. The Report is being pushed on to be ready for the meeting of Parliament next week; should it fail to appear then or to 'lie' on the table the prescribed time, we shall not have it till next spring. Of course we should all like to have discussed the report and drafted our 'Bill for

Institution, Bombay, in 1865-66 during the absence of the late Principal Mr. James Burgess (now Dr. Burgess). In November 1866 Mr. Scorgie entered the Education Department as headmaster of the Akola High School, Berar and acted as Director of Public Instruction, Berar, from April to June 1872. For the next three years he was Principal of the Jeypore School of Art. In 1875 he was appointed Professor of Mechanism and Applied Sciences in the College of Science, Poona. After ably serving for about 18 years at Poona, where he was for several years also President of the Municipal School Board, Mr. Scorgie retired on pension, and went to his native-place Aberdeen, where he lived in retirement until about a year ago. Last year he was induced to offer himself as a candidate in connection with the triennial election for the School Board and was returned third on the list of successful candidates, with 9,982 votes. Mr. Scorgie was of a very kind, gentle, and sympathetic nature and always succeeded in winning the attachment of his pupils.

At a meeting of the subscribers to the Dr. T. Cooke Memorial Fund held at the College of Science, Poona, the following resolution, proposed by the Hon'ble Mr. Kirkham and seconded by Mr. Woodrow, was unanimously carried:—"That the memorial shall take the form of a marble bust to be set up, with the permission of Government, in the College hall or vestibule; and of a scholarship or scholarships to be founded in the name of Dr. Theodore Cooke for the furtherance of engineering education in the Presidency. Details to be settled by the Committee, four being a quorum, who are also empowered to arrange with Government as to the charge and care of the bust, to expend any balance that may remain, and finally to close the account." The subscriptions promised amount to Rs. 9,521, of which Rs. 5,110 have been already received.

At a meeting of the subscribers to the Lord Harris Memorial Fund, held in Bombay, it was resolved "That the memorial take the form of a building or buildings to be erected in Bombay for the purposes of primary education and named after Lord Harris, and a life-size portrait in oils of his Lordship." Government and the Municipality will be appealed to for further pecuniary assistance and the total amount will come to over 50,000 rupees.

A meeting of the Senate is to be held on the 6th Proximo. Among other items of business the following are included in the Agenda Paper:—

1. To consider an offer of Rs. 5,000 from Rao Bahadur C. N. Bhat, B.A., LL.B., and his wife, Mrs. Anandibai Bhat, for the foundation of a scholarship, in memory of Mrs. Gangabai Bhat, for the encouragement of female education and late marriages among Hindus.

2. To consider the subject of adding manual Training to the optional subjects at the University School Final Examination.

3. To consider the following proposals of the Hon'ble Mr. Justice M. G. Ramade, M. A., LL.B., C. I. E.:—

I. "That candidates failing at any University examination but obtaining in any subject at least 45 per cent. of the aggregate marks obtainable in that subject should be excused from examination in that subject at any subsequent appearance in that examination. Candidates passing under this provision shall not be classed."

II. That in the Arts' course the three examinations necessary before graduation be reduced to two and that the Syndicate be requested to propose such a re-distribution of the subjects in the present Arts' course as may be necessary in consequence of such reduction in the number of examinations."

as set in

Correspondence.

I regret that the following errors occur in my short paper entitled "A Reconsideration of *Julius Caesar*."

The reference is wrong; it should of course be Act I, Scene ii.

The wrong line has been italicised, and my remarks on page 377 are not to the point, as Mr. Hunter does not, as I supposed, deny that the 'he' in line 318 refers to Brutus, but the 'he' in line 319, which should have been partly italicised,—as far as 'me,' ('*He should not honour me*').

On page 380 in the quotation from Ransome's *Short Studies*, Antony is an obvious misprint for Brutus.

I may add that I had no intention whatever of misrepresenting what Mr. Hunter wrote. So far was I from this that I brought forward additional authorities on his side of the question,—such as Wordsworth and Innes.

What I mainly object to in Mr. Hunter's excursus is the somewhat contemptuous way in which he disposes of all views contrary to his own. Observe, by contrast, the extremely modern way in which Bishop Wordsworth, as quoted by me on page 379 of your August issue, deals with the crux.

C. M. BARROW.

Reviews and Notices.

The Teaching of Geography, BY SIR ARCHIBALD GEIKIE, D. SC., LL.D., F. R. S. *Macmillan's Geographical Series, Second Edition.*

It would be hard to over-estimate the good that Sir Archibald Geikie has done to the study of Geography, or rather the good that would be done, if only his method of teaching, as laid down in this little work, was more generally followed. His aim has been to point out, to others that Geography is not a mere conglomeration of facts which every school-boy has got to get crammed into his head in the best manner, but that it is a science which can be

made of unfailing interest, which offers an unlimited field for research, and which, as an educational medium (that is, a means of training the mind and expanding and developing the intellectual powers) deserves to be in the highest rank of scholastic studies. That Geography does not occupy this high place in our Educational curriculum is a fact that is as well known as it is lamentable. And the reason, as Sir Archibald Geikie points out, is not far to seek, being nothing more nor less than *bad teaching*. It is the loathsome system of text-book cram, wearying to the teacher and disgusting to the pupil, that has degraded the study of this important subject.

And this system of text-book cram is due to the fact that the teachers themselves either have no interest in, or are woefully ignorant of what they are professing to teach. No man can teach Geography, or any other subject under the sun, well, unless he is himself interested in it, and is at least to some extent a specialist. How to become qualified to teach, and how, being qualified, to teach in an interesting way, it is the aim of this book to show. An exhaustive list of works dealing with every branch of Geography is given, and though teachers in this country will probably have neither the time nor the means to read them all, they can do a good deal more to widen their knowledge of the subject than they do at present. In the actual instruction of classes Sir Archibald Geikie lays the greatest stress on *being easy*; and especially at the commencement, the teacher should be careful to expound nothing that the smallest child cannot understand. As much as possible he should make them acquainted with the foundations and principles of Geography through the objects that they can daily see around them; beginning with the Geography of the class room, then of the school, then of the town, and then of the neighbourhood, and so on, until the minds of his pupils have expanded sufficiently to enable them to understand what the map of a country means. Vegetation, climate, commerce, winds, rain, clouds, &c., should all be explained at first with reference to the locality of the school. It would occupy far too much space to indicate all the means suggest-

much paraphrasing. Mr. Hensman would leave little to the student to do for himself, and nothing to the teacher.

The book is well printed and bound; its 'get-up' (will no authority make the use of this horrible phrase criminal?) does credit to the publishers. But why is the paging so eccentric? The Table of Contents presents a very curious appearance. 'Introduction I.—XLI. THE TRAVELLER, Text 1—15; Notes 3—32: THE DESERTED VILLAGE, Text 1—15; Notes 1—24; and even this numbering is misleading for both 'texts' are printed together before their respective notes, and the title page and preface, also separately paged (1—6), are not accounted for.

Selections from The Essays of Elia, BY CHARLES LAMB, with an Introduction and Notes, BY J. H. STONE, M. A., (Cantab) F. R. Hist. S., Late Scholar of King's College, Fellow of the Madras University, Principal of Kumbakonam College and Acting Professor of English Literature in the Presidency College, Madras. Madras: Srinivasa, Varadachari & Co., 1895.

Mr. Stone has produced a very serviceable edition of nine of the *Essays of Elia*. His introduction includes a very readable and fairly detailed life of Charles Lamb, together with some critical remarks on his humour and style. His notes fully explain all that the Indian student is likely to find in any way difficult. In some cases we should have liked them to have been a little fuller, especially in the way of quotation from Lamb's other *Essays*, and more particularly from his letters. For instance, in the case of *Distant Correspondents*, *A Dissertation on Roast Pig*, and *The Superannuated Man*, it was not enough (at least for the Indian student) merely to refer to the letters in which the germs of these *Essays* are to be found. They should have been quoted. We have tested the notes and have found them throughout careful and accurate. Mr. Stone, however, sometimes forgets the accustomed gravity of the orthodox annotator. We do not quarrel with him for that; but perhaps the average student will scarcely be much enlightened when he reads that Voltaire's *Candide* 'is more remarkable for wit than religious elevation,' and will be terribly puzzled to learn that '*D—l take me*' is 'a pious ejaculation!' Mr. Stone seems to think, in spite of Canon Ainger and everybody else who has looked at the matter, that old Mary Field, (Lamb's '*Grandame*'), was possibly the original of the immortal Sarah Battle. There is not a jot of evidence for this, and the new reason

adduced by Mr. Stone, that Mrs. Field *may* have been a whist player (well, she may, or she may not) does not help us very far. But the idea is preposterous. Lamb has sketched his grandmother for us in prose and verse; he has also sketched Mrs. Battle, 'Look on this picture, and on that!'

Robert Browning's '*Saul*' and '*Clive*,' with an Introduction and Notes, BY C. H. PAYNE, B. A., (Merton College, Oxford), Vice-Principal of the Victoria College, Palghat. Madras: Srinivasa, Varadachari & Co., 1895.

All students who are preparing Browning's '*Saul*' and '*Clive*' would do well to procure Mr. Payne's edition. Mr. Payne's introduction is a thoughtful and clearly-written piece of work. It deals, sufficiently fully for the purpose, with the poet's life, writings and ethical teaching, and there is besides a very just little note on his art. Besides the general introduction, each of the poems is furnished with a special introduction of its own, which the student will find very useful and instructive. The Study of *Saul*, by the way, means an easy poem, will be made a comparatively simple matter, if the student carefully consults the full analysis with which Mr. Payne supplies him. Mr. Payne has gone to his work with a hearty admiration and real love—a love, too, according to knowledge—of the great modern poet. His notes are full and to the point, and abound in apt quotations from, and references to, Browning's other works. Browning's ethical teaching, that spiritual attitude equally removed from materialism and asceticism, is by Mr. Payne rightly insisted upon. His gospel of endeavour, of the real success of honest failure, is also dwelt upon, and in this and other respects Browning is compared to Carlyle, whom, so unlike in many ways, in others he so strongly resembles.

Arithmetic for the use of Schools and Colleges, BY JADAV CHANDRA CHAKRAVARTI, M. A., Eighth Edition, Calcutta, 1895.

This is one of the few books on the theory and practice of the science of Arithmetic written by the natives of India. The fact that the book has gone through eight editions within the short space of five years, clearly indicates the popularity it has already attained in the north of India. The leading principles of the science have been carefully expounded, and specimen examples have been fully worked out. The special feature of the book is that it contains a very large variety of examples, and the Examination papers set in

The following notice has been issued in Trevandrum with reference to a proposal to raise a memorial to the late Mr. H. B. Grigg:—

It is proposed to collect subscriptions, with the object of founding a memorial to the late Mr. H. B. Grigg. The form it shall take will be decided at a meeting of subscribers, due notice of which will be given. Subscriptions will be received and acknowledged by Mr. C. S. Boyle, H. H. the Maharajah's College, Trevandrum, or by Mr. V. I. Keshava Pillay, First Class Magistrate, Trevandrum, Joint Secretaries.

In forwarding this and inviting subscriptions the Joint Secretaries remark:—"The form that the Memorial will take will be decided upon by the subscribers and will, of course, depend to a great extent upon the amount subscribed; it is believed, however, that the subscribers will unite in thinking that the memory of one who both as Director of Public Instruction in Madras and as British Resident in Travancore and Cochin worked so enthusiastically for the education of the people of South India, will be most suitably perpetuated by devoting whatever sum shall be raised to the encouragement of the cause which he had so much at heart."

In an interesting article on "University Reform" in the last number of the *Madras Review*, Dr. W. H. Wilson sums up his suggestions for improving University administration as follows:—

1. The incorporation of the graduates into a body having a definite legal status in the University.
2. The institution of a number of Standing Committees of the Senate for specified purposes.
3. The enlargement of the Syndicate and alterations in the manner of electing it.
4. The publication of minutes of the proceedings of Senate, Syndicate, and Faculties.
5. The introduction of proxy-voting at elections.
6. The abolition of the rule requiring members of the Syndicate to reside in Madras, and its corollary, the introduction of a rule making retention of office conditional upon attendance at a certain proportion of meetings.
7. The increase of the number of statutory meetings of the Senate (exclusive of the Convocation for conferring degrees) from one to three or four, the said meetings to be held preferably on Saturdays, in order that the largest possible number of Fellows may be enabled to attend.

The revised list of members of the Madras Text-book committee, as approved by Government, is as follows:—President, G. P. Stuart, Esq., M. A., and Members, M. Barrow, Esq., M. A.; Mrs. Brander; Miss Carr; Rev. J. S. Chandler; A. Chatterton, Esq., B. Sc.; Rev. C. W. A. Clarke, M. A.; Rev. E. T. Davies, M. A.; Rev. W. Dilger; Rev. J. W. Foley, M. A.; Rev. W. Goudie; E. Holder, Esq.; R. L. Jones, Esq., M. A.; Miss Keely; Khaja Khan

Sahib, B. A.; M. R. Ry. M. Krishnan, B. A.; Rai Bahadur V. Krishnamachariyar; Major H. D. Love, R. E.; M. R. Ry. S. Mangesh Rau, B. A.; E. Marsden, Esq., B. A.; W. B. Morren, Esq., M. A.; C. E. Phipps, Esq.; M. R. Ry. S. Rangayya Chettiyyar, B. A.; M. R. Ry. M. Seshagiri Sastriyar, M. A.; Rai Bahadur S. Seshayya, B. A.; Rev. J. D. W. Sewell; J. H. Stone, Esq., M. A.; E. Stradot, Esq.; M. R. Ry. J. M. Velu Pillai, and the Rev. T. Walker, M. A.

The Annual Meeting of the Senate of the University of Madras was held at the Senate House on Thursday 29th of August. The following gentlemen were elected Presidents of the several faculties:—*Arts*—the Hon'ble Dr. Duncan; *Law*—the Hon'ble Mr. Justice Shephard; *Medicine*—Surgeon-General C. Sibthorpe; and *Engineering*—the Hon'ble Colonel J. Pennyquick. Votes of condolence were passed for the loss of deceased Fellows. The Annual Report was adopted. The next business was the election of the syndics of Arts, Law, Medicine, and Engineering. The result of the election was as follows: *Arts*—the Hon'ble Dr. Duncan, the Hon'ble Dr. Miller, the Hon'ble Mr. A. T. Arundel, the Hon'ble Mr. Justice S. Subramania Iyer, and Dr. Wilson; *Law*—The Hon'ble Mr. Justice Shephard; *Medicine*—Surgeon Lieutenant-Colonel W. Price; *Engineering*—Major R. D. Love, R. E. The Senate at this stage adjourned to Monday the 2nd instant.

At the adjourned meeting of the Senate which was held on the 2nd instant, the first business taken up was the proposing of candidates for election as Fellows by the graduates of the University in accordance with the rules framed by the Syndicate in connection with G. O. 27th February, 1893, No. 155, Educational. The names of Mr. L. C. Williams Pillay, the Hon'ble Mr. K. Kalyanasundaram Iyer, and Mr. Edwin Winckler were proposed for election. The Hon'ble Mr. Justice Subramania Iyer's proposition that by-law 59 be amended by the addition of the words "Once every twelve months or at such other intervals as the Senate shall direct, the Syndicate shall cause the minutes of the meetings of the Senate to be printed, and a copy thereof to be forwarded to each Fellow," was adopted. The Hon'ble Dr. Duncan moved the following Resolution:—"That the following Resolution passed by the Senate at its meeting held on the 19th June, 1895, viz., 'That as there is no reference in either the body or appendix of the Calendar for 1892-93, or any previous Calendar, regarding the necessity of candidates for the L. M. and S. Examination passing the F. A. either at the time of entrance or any subsequent time, students who entered the Madras Medical College during or before the year 1892, shall not be required to second L. M. and S. Examination,' is *ultra vires*, and should therefore be rescinded." After considerable discussion, it was agreed that the meeting be adjourned for two months in order that steps might be taken by some of the fellows interested to

ed for making the teaching of Geography interesting; a diligent study of the book alone can do it justice. The system it lays down is, as the author acknowledges, an ideal one, and the student will find much in it that he cannot carry out in this country, but if he only keeps this ideal in view, and works up to it as far as he possibly can, he will not only find that Geography is one of the most interesting things he has to teach but that his pupils also, instead of hating the Geography lesson and being restless or sleepy while it lasts, will look forward to it with eagerness as the pleasantest part of their studies.

Agriculture, Practical and Scientific, BY JAMES MUIR, M. R. A. C., &c. MACMILLAN & CO., London.

The first chapter of this book treats of seed as a complete plant containing root, stem and leaves and also containing food for the future growth of the plant till it grows above the ground.

From chapters 2 to 5, the formation, classification and the physical properties of the soil are clearly shewn in an easy and simple style. In these are also given the treatment of plant-food the soil contains, and classification according to the percentage of plant-food; they also treat of losses and gains according to quantity of crop taken or to the quantity of manure applied. These are practically illustrated by means of clear tables. Chapter 6 is devoted to Geology or the rock formation of the soil. Here is given the composition of each kind of rock formation, shewing what rocks go to form various kinds of soil. How to find out the fertility or the barrenness of the soil and to improve the latter is explained in chapter 7.

Chapter 8 treats of drainage very elaborately. This subject, so very useful in England, is now of high importance in a hot country like India; but it is well worth the perusal of any student of agriculture. In chapter 9 the author has touched upon irrigation and gives two practical hints of finding out good water for irrigation purposes. This is of very great importance to an agriculturist. How to improve land mechanically by mixture of sand or clay, also by means of burning, poring and applying lime as top-dressing is treated in chapter 10. The advantages of application of manure, both general and special, when to apply them, the quantity per acre and the method of its application, &c., have been given at great length in chapters 11 to 16. The importance of farmyard manure has been treated at great length. The author has shown how to preserve this important and useful manure.

(It is here that our Indian ryots show a great deal of negligence). The author draws attention to the general negligence of this, and shows the high value of such preserved manure and its superiority over others by means of tables. He has not failed to show the use of sewage as manure which is also equally neglected. Special manures have been compared by means of illustrations giving their composition, &c. The chapters on manures will be found to be of very great use to all interested in agriculture.

In chapter 17, the economy of labour is pointed out and a detailed description of implements and machines is given. Chapter 18 treats of crops in general. The crops are divided into two classes—the exhaustive and restorative. To make up for the exhaustion in the soil, the importance and advantages of rotation of crops are shown with 22 lists of rotation. From 18 to 27 the crops are treated under different orders;—as cereals, beans or pulses, root crop and wheat takes the prominent part and has been treated at very great length. These crops being mostly English ones are not of much importance to an Indian student of agriculture. The three chapters on grasses giving a detailed account of the preservation of fodder, hay-making, preparation of silo, &c., are very instructive and useful. The author treats lastly of weeds which are always the pests of the agriculturist.

The book under review though primarily written for English students will be found equally serviceable to all students of agriculture. It may safely be recommended as a text-book for agricultural schools and colleges, and it ought to be in the hands of all those who are interested in agriculture.

An Elementary Geography of India, Burma, and Ceylon, BY HENRY F. BLANFORD, F. R. S., late Meteorological Reporter to the Government of India. Macmillan's Geographical Series.

There are few subjects of which the average educated man is so ignorant as Geography. This is due in a large measure to the miserable text-books with which he was supplied at school. The very word 'Geography' conjures up before us school-day scenes which are anything but pleasant to contemplate. Who does not remember the ugly little book (the very cover had a forbidding aspect) with its tiny print, and its closely packed pages covered with colossal tables of countries and capitals, populations and areas worked out to the units, and the whole thing made about as interesting as an A. B. C. railway

favoured nations of the world. Do you want any recent example to encourage you and inspire you with confidence? Look at Japan, only a few years ago, perhaps, the most insignificant country in Asia. And yet see what Science has done for her. Why should you despair when you are backed by a most glorious past, and can rely upon an inherited intelligence not inferior to any other in the whole world? How is it that the spirit of your sages does not animate you—sages who set before man the loftiest ideals of excellence, truth for the intellect and absolute disinterestedness for the heart? I leave you to ponder over these questions and to find what answer you can."

THE annual distribution of prizes to the boys of the Calcutta Church Mission Society Boarding and High School, Amherst Street, took place on Wednesday the 21st of last month. A large number of visitors were present. A drilling exhibition, under an English sergeant, was followed by an adjournment to the hall, which had been tastefully decorated with plants and flowers. Colonel Scott took the chair. The report was read by the Principal, the Rev. G. B. Clark, M. A., and mentioned that of the five boys who went up for the Entrance Examination, four passed. The Principal spoke of the necessity for aggom in which to isolate infectious cases of sickness. He was, he said, anxious to raise Rs. 2,000 for that purpose, and hoped to have the room ready before another epidemic visited the city. An anthem by the boys was followed by a lengthy Sanskrit recitation by one of the elder boys, and one in English by two of the younger pupils; a third was in Bengalee. A Bengalee Sankirtan was highly appreciated by the Bengalees present. The prizes were then distributed by Colonel Scott, who afterwards gave a short address. Two glees, "Sweet and low," and "Come lasses and lads" were very well rendered, and a verse of the National Anthem brought a most enjoyable afternoon to a close.

A VERY interesting scientific address, in connection with the Homœopathic Medical School, was delivered recently, by Dr. P. C. Roy, D. Sc., of the Calcutta Presidency College on "Carbon and its Nature." The lecture, beautifully illustrated by experiments, dwelt on the existence of this useful element in the animal, vegetable and mineral kingdoms for the maintenance of our system by building up our tissues. A special kind of charcoal, known as ivory black, prepared from bones, being a nourishing diet for children, forms the food of the plants. The learned lecturer drew attention to the fact that the coal we use is the burial remains of the forest of far distant ages, consisting very largely of carbon. Burnt coal is called coke. Then, again, it forms an important constituent of oyster shells, limestone, marble and other rocks in the crust of the earth. Some noted experiments were shewn regarding the carbonic acid gas which exists in the atmosphere as 4 parts in 10,000—proving also that it was a heavy gas, extinguishing flames, poisonous to the animals, killing them by suffocation—

showing the necessity of ventilation. All our fires and furnaces, all our lamps produce this gas, which is very soluble in water. The latter phenomenon explains how the body gets rid of this noxious element. The acid, as it is formed, is readily sucked up or dissolved in the stream of the blood, and carried away to the excretory organs, to be expelled from the body.

PUNJAB.

MR. G. W. BLATHWAYT, whose election to the Principalship of the Aitchison Chiefs College was notified some time ago, has now, it is reported, declined the offer. The information has reached Lahore from England by telegram. Mr. Blathwayt's refusal to occupy the post is the greater pity, say the Lahore papers, as the College is really in need of a strong and experienced man as principal.

There is very little improvement in the morality of the Punjab Examinations year by year. The head of the Education Department has just issued a circular containing the names of fourteen men who resorted to unfair means in the Middle School Examination of this year and who have therefore been disqualified not only from passing the examination, but also from appearing at any Examination of the University during the next two years. The column of remarks which specify the offences committed is interesting reading. While some of the offenders copied their answers from their neighbours, others brought printed books, maps already drawn, and notes which they consulted freely. Two, who appeared as private students from the Jammu State, were guilty of personation.

CENTRAL PROVINCES.

WE are glad to learn that a sum of over twenty thousand rupees has been collected for the Nagpur Collegiate Hostel scheme. This scheme to provide hostel accommodation for country students attending the Hislop and Morris Colleges, was initiated by Mr. Woodburn, the Chief Commissioner, who led the list with a handsome subscription. He has also promised a grant from Provincial Revenues of Rs. 10,000.

THE first of a series of Lectures for the current Session in connection with the Hislop and Morris Colleges was delivered on the 17th ultimo in the Hall of the Neill High School, Nagpur. The lecturer was the Rev. Dr. Fraser, who took for his subject, 'English Literature.' In the unavoidable absence of the Chief Commissioner, who had been asked to preside at the inaugural lecture, the chair was taken by Mr. Thomson, Inspector-General of Education. The subjects of the second and third lectures, which were delivered respectively by the Rev. Mr. Lendrum and Mr. H. S. Gour, Barrister-at-Law on the 24th and 31st of last month, were "Samuel Johnson" and "The Poetry of Lord Tennyson."

NORTH-WEST PROVINCES.

HAVING regard to the fact that the year 1895 is the Jubilee year of the Martiniere College at Lucknow, a movement has been set on foot to collect subscriptions to celebrate the event in a worthy manner.

ON August 8th Mr. Alan Cadell, Lieutenant-Governor of the North-West Provinces, received an address from the trustees of the Mahomedan Anglo-Oriental College, Aligarh, in the Strachey Hall of that institution, and distributed the prizes to students of the College. A large audience, including the English residents of the station and the leading native gentry of the district, was assembled on the occasion.

It was sometime ago stated in these columns that the Committee of the Kayastha Patashala intended to raise it to the rank of a second-grade College in July last. We now learn that as the Committee opened the first and second year classes of the College without previously obtaining the sanction of the Syndicate of the Allahabad University, the Syndicate has refused to accord permission for the opening of the new classes during the present year.

AN almost revolutionary change has been proposed in the rules of the Allahabad University as regards admission of candidates to its Entrance Examination. The rule hitherto in force has been:—"Any person wherever he shall have been educated, may be admitted to the Entrance Examination." This rule has been substituted by:—"Any person who is a resident of or who has studied for not less than an academical year in a school in the North-Western Provinces, Oudh, Central Provinces, Rajputana, or Central India, may be admitted to the Entrance Examination."

SETH RAGHUBER DYAL, Talukdar of Mozidimpur, Sitapur, has, we are pleased to note, done a real service to the Sitapur public. On the 31st of July last he laid the foundation-stone of the Seth Raghur Dyal's Anglo-Sanskrit Patashala, Sitapur. The generous-minded founder proposes to build the school with a boarding house attached to it. He also means to set apart landed property from the income of which the institutions will be maintained. The management of the property and school will vest in the hands of a committee consisting of the principal residents of the Sitapur district.

FOREIGN.

THE annual 'Public-day' was celebrated at Cooper's Hill on the 31st of July last. The Earl of Onslow, Under-Secretary for India, presided, and made an appropriate speech on the occasion.

Mrs. BRYANT, D. Sc., has been appointed Headmistress of the North London Collegiate School for Girls, in succession to the late Miss Buss. Mrs.

Bryant is a member of the Royal Commission on Secondary Education.

MR. J. W. NEILL, formerly Judicial Commissioner of the Central Provinces of India, has been appointed to the Lectureship on Indian Law at University College, London.

THE Council of Dundee University College have resolved to appropriate £14,000 out of the £30,000 bequeathed by Miss Harris to the endowment of a separate chair of Physics. Professor Steggall has hitherto been compelled to lecture both in Mathematics and in Physics, and the discrimination of the two subjects will remove one of the admitted drawbacks under which Dundee has laboured.

THERE was a large gathering at the annual prize festival in connection with the Royal Normal College and Academy of Music for the Blind, Upper Norwood. The visitors had an opportunity, of not merely visiting the college, but also of witnessing some interesting work on the part of the blind pupils. There were school classes in the garden, gymnastic displays, out-door sports, swimming exhibitions and an illustration of manual training for children.

AFTER ten years of work in temporary buildings, the authorities of the Cambridge Training College for Women Teachers have been able to erect large and handsome College buildings by means of a grant from the Pfeiffer bequest, aided by voluntary subscriptions. The new buildings will be formally opened on Saturday, October 19, by the Marquess of Ripon. Practical demonstrations will be arranged to illustrate some of the latest developments of educational method both in teaching and training, so as to make the occasion one of special interest to those who are taking a share in the development of secondary education in England.

MIDDLE JEANNE BENABEN, a young lady of eighteen has been greatly distinguishing herself in France by her mental accomplishments. She obtained the degree of Baccalaureate when only sixteen years old, and after taking highest honours at the Normal School at Sèvres, occupied for about two years the post of Professor of Philosophy in a ladies' college at Lyons. She went lately to the Sorbonne in order to pass for the degree of Licentiate in Philosophy, and greatly astonished her examiners by her grasp of the most complicated philosophical theories. Of the 200 candidates she came third on the list, though by far the youngest. This extraordinary young woman is now a professor or lecturer on the Science of Mind in the College of Rouen.—*Schoolmistress.*

THE simultaneous opening in London of two Training Colleges for male teachers in Secondary Schools will fully test, and, perhaps, stimulate the demand for specially-trained masters. Hitherto this demand has not been brisk; headmasters have

guide? Who does not remember plodding through these weary lists, and the posterior pain that a mistake in the units inevitably led to? About the only thing that enabled us to survive those deadly lessons was the hope that a time would soon come when we could unburden our weary little brains, and forget the whole thing, a hope that, with most of us, has been only too fully realized. But times, we are thankful to say are altering, and in the very near future we shall be able to cry out, *nous avons changé tout cela*. The coming generations of school-boys will have, in this respect, much to be thankful for; and their thanks will be largely due to Sir Archibald Geikie, and to men who, like Mr. H. F. Blanford, are following in his steps. The Geography of India, Burma, and Ceylon, which is now before us, is a model of what such a school book ought to be. The style in which it is written is excellent (although it is only a Geography), and it is as full of interest as it is possible for such a book to be, and contains, moreover, some excellent illustrations. It is a book that can be read through with interest from beginning to end, and it imparts its instruction to us almost unconsciously. It is not a cram book, and the tabulated statistics are few, and those few are given, as the author himself says, 'for comparison, not for the purpose of burdening the pupil's mind with tables of unmeaning figures.' Mr. Blanford has himself travelled over most of the land he deals with, and hence doubtless the many graphic touches that render his descriptions so pleasing. Teachers who are determined to follow the method laid down by Sir Archibald Geikie in his *Teaching of Geography*, cannot do better than make this book the basis of their class-work.

GOLDSMITH: *The Traveller and The Deserted Village*, edited with Introduction and Notes, by J. M. HENSMAN, B.A., the Teachers' College, Madras. Madras: Srinivasa, Varadachari & Co., 1895.

Mr. Hensman has prepared this book with a view to its being used as a Text-book in High School Classes, and for some reasons at least these two poems of Goldsmith answer such a purpose fairly well. Mr. Hensman, however, imagines that the main object of teaching English literature to Indian students, is to familiarise them with 'English idioms and modes of expression.' This is of course a very inadequate view. Literature, even in High Schools, has its own

special educational purpose, to which all matters of language or grammar should be kept strictly subordinate.

The editor's introduction runs to forty-one pages, and contains a pleasant Biography of Goldsmith, a critical note on his writings, and summaries of *The Traveller* and *The Deserted Village*. Mr. Hensman's English is by no means flawless. 'He tried for a Scholarship,' is not a literary 'mode of expression,' and 'the conversations here were so brilliant' is unpardonable. But Mr. Hensman's criticism is far worse than his English—which indeed is not often faulty. He tells us that his object in writing a critical introduction is 'to familiarise the Matriculation student with literary questions that he will have to face in the First Arts (sic) English course.' This, of course, is highly laudable, but we would rather that students preparing for the First Examination in Arts were not familiarised with Mr. Hensman's views of literary questions. Mr. Hensman labours under a strange delusion as to the oblivion into which Goldsmith's most eminent contemporaries have fallen, or must speedily fall. Gray, he assures us, will live; Gray and Goldsmith himself. Sterne, however, was, though a genius 'soon forgotten.' (Peace then, if it must be so, to the ashes of my uncle Toby and Corporal Trim; we thought they were alive and hearty.) Johnson is scarcely read now (this no doubt is true); Gibbon, Mr. Hensman does not mention. Fielding's *Tom Jones* is 'nearly forgotten'; but the most astounding piece of criticism with which Mr. Hensman supplies us is as follows:—'Burke's impassioned speeches and political tracts do not and cannot live for the same reason that *Junius' Letters* that made such a stir in their day are now completely forgotten. Their interest and life are all hinged on persons and circumstances that have long passed away.' We are sorry to have to inform Mr. Hensman that this is perhaps the worst piece of criticism that it has ever been our ill-fortune to meet with. It is, in the first place, rank blasphemy to class Burke with *Junius*, and it is sheer ignorance to say that the subject-matter of the great political philosopher turns entirely on things ephemeral. Burke, we assure Mr. Hensman, lives and must live; lives for the student of literature, no less than for the student of history and political philosophy; and if it be necessary to talk about Burke to Matriculation students, this is a fact with which they may as well be 'made familiar.'

The notes to the poems selected are careful and accurate, but they are far too full. Almost every line has its note, and there is a great deal too

set the matter right. The meeting accordingly adjourned to Friday, November, 1895.

The ceremony of opening the new Wesleyan Mission Hindu Girls' School, on Pycroft's Road, Pudukottam, was gone through before a mixed audience of Hindu and European ladies and gentlemen, on Saturday the 31st of August. The Rev. F. W. Kellett, M.A., presided. The proceedings commenced by the girls of the institution singing a Tamil lyric. The Rev. W. Goudie in the absence of the Rev. J. Coolings, the Manager of the school, presented a few facts concerning the new institution. The cost of the whole structure including the land on which it stood amounted to over eight thousand rupees. This large sum was generously subscribed by many ladies and gentlemen both in England and India. Mrs. Hudson, who herself contributed liberally, was the principal mover in collecting the funds. The Chairman then formally declared the school open. Mrs. Hudson next addressed the girls in Tamil. She was followed by Mr. N. Subramanyam who informed the meeting that prizes to be known as Mrs. Hudson's prizes have been instituted to the value of Rs. 250 and would be annually awarded to students who show good conduct. Mr. Justice Subramania, who next spoke, said that he heartily co-operated with all those who worked for the education of the girls of this country, and that he was looking forward to the day when more girls' schools would be opened in this city. On behalf of his countrymen he thanked Mrs. Hudson and the Missionaries who took an interest in female education, and helped to place Western education within the reach of the Indian girls.

BENGAL.

The Syndicate of the Calcutta University have resolved to recommend to the Governor-General of India in Council that the Hindu High School, Jaffna, be affiliated to the University in Arts up to the F. A. Standard.

Mr. F. H. SKRINE delivered a very interesting and entertaining lecture on the History of Freemasonry in the Hall of the Society for the Higher Training of Young men, on Wednesday the 21st ultimo. The lecture showed wide research and considerable ability.

The Durga Charan Lal graduate scholarship of Rs. forty a month for one year has been awarded by the Director of Public Instruction to Babu Nibram Chandra Ray, a student of the City College, who passed the B.A. Examination with first class Honours this year.

The Anniversary of the death of the late Drinkwater Bethune, the pioneer of female education, was held at the Government Cemetery, Calcutta, on Monday the 19th of last month. The Bethune College observed a half holiday on that day on account of the death of its late founder.

The Government of Bengal has taken over charge of the Eden Hindu Hostel. There are at present about a hundred boarders in the Hostel. Under the orders of the Director of Public Instruction no more students will be admitted into this institution till after the Puja vacation. An additional block is being constructed along side of the original building which will nearly double the accommodation. Any students not belonging to the Presidency College—who are now resident in the Eden Hostel, will be permitted to remain; but in future a preferential claim in the accommodation in the Hostel will vest in students of the Presidency College and the two Entrance schools attached thereto. If any space is left unoccupied by them, students from other Colleges will be admitted.

The following notice recently issued by the Principal of the Calcutta Medical College has been considerably agitating the Medical students of Calcutta. The notice reads:—'Students are warned that there is a proposal under consideration to make the class Test Examinations compulsory in all cases and to remove students from the College who fail to pass. This rule will very likely come into force at the end of the present Sessions. Further particulars will be published hereafter when the matter is finally decided. Students of the 4th year class are warned that they may possibly be expected to produce a certificate from the hospital Surgeon and Physicians in whose wards they have been employed, of diligence and aptitude for practical work.'

SIR CHARLES ELLIOTT made an excellent speech at the last annual meeting of the Indian Association for the Cultivation of Science. His Honour in the course of his interesting speech showed that his Government has been doing all that it could to encourage scientific and technical education. First of all, a well-equipped laboratory has been constructed in the Presidency College at a cost of a lakh and a half. A Geological class has been attached to the same College. The Sibpur College too has got a new laboratory and opened new mining classes. Mining will be one of the great industries of India and is sure to open a lucrative field for young educated Indians. Special prizes and scholarships are awarded to induce young men to join these classes. Electrical Engineering has also been introduced and materials are as far as possible taken from the workshops of the College, where work is entirely done by the students. A new habitation has been found for the School of Art, which Sir Charles Elliott thinks has been really serving a useful purpose.

DR. MAHENDRALALA SIKSAR made a spirited appeal at the conclusion of his speech, on the occasion of the last annual meeting of the Indian Association for the Cultivation of Science. He said:—'My countrymen, you have but to will it, you have only to properly use your hoarded wealth and hoarded intelligence, and it will not be long before you take your place among the

between the honours and the pass man at these universities. Unfortunately we have no Honours examinations in this country in which the candidate may have an opportunity to display ability and knowledge of a special subject. Our students are all ordinary pass men. But even in India the practice of the older Universities of England is not unknown. It is a practice which is generally adopted, for instance, in the B. A. examination. We really see no valid reason why it should not apply to the Matriculation examination, an examination which at present is the most uncertain in its results. This uncertainty would in great measure be removed, if students were not compelled to pass in subjects or groups of subjects in which they had once passed. Mr. Justice Ranade, in the course of his speech when proposing the resolution, remarked that "In no other country in the world is the system so stiff and unsympathetic as in the Indian Universities." We are inclined to agree with him.

* * * *

A long article from "A correspondent," and a letter have lately appeared in the *Madras Mail* on the subject of Schools for English boys in India. The article was evidently intended to be taken seriously, but in the end it proved to be almost as amusing as the very facetious letter which followed it. A school such as the writer of the article had in view is an impossibility in India, and, in our opinion, is by no means a thing to be desired, even if possible. Unless the school is to be converted into a prison (and that is what the writer's suggestions practically amount to) it would be found impossible to keep the boys absolutely free from 'native' influence—the *bête noir* of the writer of the

article. He talks glibly of employing none but English servants—even the native post peon is not to come in contact with the boys. But we have still to be convinced that respectable Englishmen are to be found who would perform in India those menial offices which are performed by the lowest classes in this country. Such a horror has the writer of anything like colour, that the suspicion of the slightest admixture of blood would necessitate exclusion from the school. The first class masters who are to be brought out from England are not to become acquainted with any of the vernaculars. Both masters and boys, in fact, are to be brought up as much as possible in ignorance of even the existence of so undesirable a being as a 'native' of India. The idea is so preposterous that we prefer to think that the writer was scarcely serious when he penned his article. We can assure him that he will find no school with such conditions as he proposes outside England itself. "European," the writer of the letter which followed the article on which we have commented, is evidently of our opinion. By facetiously exaggerating the conditions laid down by the writer, "European" best shows how untenable the idea is. "In the first place suitable dwellings would be required, situated within the enclosure, where the parents of the boys could reside during the holidays. Again, it would be desirable to have a small railway as well as a steam-boat within the enclosure, or at least working models of them. There should also be a life-size model of an English village, and it might be arranged for a few days at Christmas time to have the ground covered with artificial snow so that the boys could enjoy snow balling. An ice skating rink could no doubt easily be provided. A large aquarium containing sea fish should be con-

structed and the boys might be allowed occasionally to enjoy sea fishing. By means of various devices of this sort the school might in course of time come to resemble somewhat an English school and the boys to obtain the advantages that they would get in England. The greatest difficulty to overcome would be the effect of confining the boys for so many years within an enclosure. It is possible that this might have a deleterious effect upon them."

* * * *

The question of the desirability of starting a Teachers' Association for Madras has now been fully discussed, and we believe not one dissentient voice has been raised, although the opinions of many prominent Educationists have been canvassed. It seems to us, therefore, that the time has come for action. But, unfortunately, although there is a consensus of opinion in favour of the general idea, there seems to be a serious contention as to the lines on which the Association should be conducted. We sincerely trust, however, that this obstacle to the formation of the Association will not prove to be insurmountable. One party is for putting the Association on a broad basis, such as we suggested in our last issue; while the other would leave the 'politics' of Education severely alone, and narrow the work of the Association to a discussion of educational methods. After the remarks we recently made on this point, it is scarcely necessary for us to say that, in our opinion, a Teachers' Association founded on such a narrow basis spells 'Failure' from the very commencement. But there is no reason why, in spite of this fundamental difference, a meeting of those interested in the question of forming a

Teachers' Association should not be called with a view to evolving some compromise. Such action should be taken forthwith, or the interest, we might say the enthusiasm, which has been roused on the subject will assuredly slacken and the whole scheme come to naught.

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The recent debate in Parliament on the Education Estimates for the year gave Messrs. Gray and Yoxall, the two Elementary schoolmasters who were elected to Parliament at the last election, a good opportunity to make their maiden speeches. They acquitted themselves with credit on that trying occasion by speaking plainly and without rhetorical effort, and by displaying that knowledge of detail and grasp of principles which never fails to meet with the appreciation of the House. So far as the National Union of Elementary Teachers (of which these two gentlemen are prominent members) is concerned, the occasion marks an epoch in the history of that body. Mr. Acland, who under the late Government held the portfolio of education, expressed his pleasure at the fact that there were now in the House two representatives of the teachers in England, one on each side. He brought forward a few facts which show in a graphic manner the rapid strides education has lately been making in England. Under the combined head of Education, Science and Art, more than the enormous figure of £10,000,000 has now been reached in the Estimates. Twenty-five years ago, each child in average attendance cost the State 10s. At the present time the State is paying 28s. per child. In five years the estimate for education has almost doubled, being £4,000,000 in 1890, and £7,000,000 in 1895. This year alone, the increase has been

too often been satisfied to engage any young University man with fair credentials, as though the ability to gain a degree naturally implied ability to teach. For years past the Council of the College of Preceptors has been maturing its plan for the foundation of the college which is to be inaugurated on the first day of October, when Dr. Findlay and the able staff of lecturers whom he has gathered about him will begin their work. At King's College a course of training has been arranged in the Faculty of Arts. It is much to be hoped that, with the facilities which have thus been provided, there will be less reason in future to lament the scanty equipment with which many young men are wont to set up as teachers. If headmasters would make a rule of asking for evidence of training in the candidates who apply to them for posts, we should soon see a better state of things.—*Educational Times*.

Educational Notes.

ACCORDING to President Harper's annual statement recently delivered, the University of Chicago has a hundred and fifty-seven professors, about sixteen hundred students, and an annual income of over a hundred thousand pounds.

THE latest addition to the periodical literature of Education is the *Preparatory Schools Review*—the first number of which appeared at the end of July last. Messrs. Rivington, Percival, and Co., are the publishers of the *Review*, its price is one shilling, and it is to appear thrice a year only—in July, December, and March. Its mission is to represent the official views of the Preparatory Schools Headmasters' Association, and to serve as a medium for communications between members of the craft on topics of professional interest.

SPEAKING to a conference of Churchmen in Bolton on a recent occasion, Canon Nunn, of Manchester, described the difficulties of Voluntary school Managers as four-fold: (1) The constant demands for improvements in school premises pressed home by a somewhat unfriendly hand; (2) additional Code requirements unaccompanied by additional grants; (3) the increased cost of teaching power, which had been artificially raised by the action of the Education Department and the N. U. T.; (4) the contiguity and competition of Board schools.

FOR a brief season the London School Board has had for Chairman a gentleman not an elected member of the Board itself—a man who could conduct the business without being swayed by party feeling, and who had little or no power in deciding the policy of the Board. The experiment has thus far proved successful. But the Chairman, being appointed Secretary of State for India, is unable any longer to preside over the deliberations on the Thames embankment; consequently the members must say "Farewell" to Lord George Hamilton. His address at the last meeting of the Board showed that he possesses a judicial mind,

sound understanding, and considerable discretion, as well as administrative talents. The London School Board will be a loser by Lord George's removal, but, perhaps, somebody else may gain by it. It is evident he has satisfied the Board, because the chiefs of both the rival parties on the Board agree to move a vote of thanks for his services, and express regret at his resignation when the actual separation takes place. We would fain hope that another Chairman may be found equally good.—*Schoolmistress*.

MR. CLEMENTS MARKHAM, in his presidential address to the recent International Geographical Congress, referred to the anomalous position taken up by the English Universities in regard to geographical education. Not only was there no recognition of the subject as one which could confer a degree in any of the Universities, but there seemed a determination that geography should not be so recognised. The time, therefore, had come when they should organise a scheme of education to supply the training the Universities would not furnish. In the fulness of time the whole earth will be measured and delineated as was Europe, but it was their duty to push on a work which promoted the interests of other branches of inquiry besides their own. Locality was the basis upon which rested all human knowledge, and as that knowledge became more exact so would every other human pursuit gain increasing light and truth.

A 'Headmaster' writes as follows to the *Educational Times* on the growing evil of undue and excessive length of examination papers:—"What are the evils of long papers? I maintain that they are not the fairest test, because they give the race to the swift writer, to the man who has pigeon-holed his knowledge in the most readily reproducible form, that is, to the man who can re-arrange and reproduce, in the particular way and shape demanded by the question, in the shortest space of time. Is this the kind of man that we most of all 'delight to honour?' The examination room is not the place for original thought, though this is too often forgotten. But, short of that, qualities of a high order can be elicited, and shown. As things are, it is quantity, with a gloss of superficial brilliance, not quality, that wins. It is the successful tactician, the man who knows how to engineer and manœuvre an examination, that comes out first. It is consistently forgotten that the abnormal conditions of examinations favour certain temperaments, and no attempt is made to redress the balance for those against whom those conditions militate. How many examiners bear in mind how much, and of what quality, they have any right to expect from a candidate, in the (usually) less than twenty minutes allotted on the average to each question! One would like to challenge any examiner in one of our higher University tests to answer one of his own papers, in the allotted time, and in the specified conditions, and to publish the answers to the world."

ates should be permitted to exercise an authority far in excess of the insignificant part they now exercise.

But we regret that Dr. Wilson, while emphasising the importance of several measures of reform, did not equally emphasise the importance of making the connection between the University and its affiliated colleges much closer than it is at present. Opponents of University Reform in India are never tired of alleging that the system of affiliated colleges in this country constitutes the great and all-important difference between the Indian Universities and the London University. But the difference is merely a nominal one, and for all practical purposes the colleges are unaffiliated. So far from a First Grade College forming an integral part of the University, matters of the first importance concerning the college are decided by the Syndicate or Senate without the slightest reference to the Head of the College. The Principal at least of every First Grade College should have a real voice in the affairs of the University, as is the case in all the universities of England where colleges are affiliated to the university. This is a reform which demands instant attention, for until it is effected a gross injustice is done to the many colleges which, nominally affiliated to the University, are really cut off from all participation in the councils of the latter.

At a recent meeting of the Bombay University Senate, Mr. Justice Ranade moved "that candidates failing at any University Examination, but obtaining in any subject at least 45 per cent. of the aggregate marks obtainable in that subject, should be excused from examination in

that subject at any subsequent appearance in that examination. Candidates passing under this provision shall not be classed."

We notice that our Bombay correspondent is opposed to the resolution, but for our part we cannot help expressing our entire sympathy with it. We only wonder that such a resolution has not been proposed and adopted long ago, for it undoubtedly points to a real grievance—a grievance which has lately, we believe, been removed from the Matriculation Examination of the London University. How many a hapless student fails in a single subject and hence fails to pass the whole examination although successful in all the other subjects that make up the examination. The unfortunate student may then set himself to the task of passing the examination at the earliest opportunity. This time he passes in the subject in which he had previously failed, but fails, perhaps, in a subject in which he had passed well on the previous occasion. There are cases where such has been the fate of a student for three or four successive years. It requires little effort to imagine the great mental strain, the complete demoralisation which must ensue in such circumstances, to say nothing of the loss of some of the most precious years of the student's life. For an ordinary pass, we think that having once passed in a subject or group of subjects the candidate should not again be required to present himself in that subject or group of subjects. At Oxford and Cambridge this principle is admitted in some of the ordinary examinations. In the Honours examinations, on the other hand, the candidate must present himself at one time in all subjects or papers connected with his honours subject. This ability to successfully withstand the strain of a long and continuous examination constitutes the great difference

nearly £400,000. It is comforting to think that a great amount of the work of the Education Department is, in the words of Mr. Acland, "of a non-political and continuous character," and that questions connected with the education estimate or with the general policy of the Department are not approached in a party spirit. The progress of Elementary Education in England is thus assured.

HINTS ON DISCIPLINE.

I need not say that in this brief paper I shall not attempt to lay down anything formal on the subject of Discipline. There is both a science and an art of Discipline. The former we must let alone. It would carry us too far afield. It would require a treatise, not an essay. Our purpose is far humbler, but, we may hope, none the less useful. Every teacher must have something to say on the art of Discipline. No two teachers are alike in their experience. We have all of us had our own special difficulties to face, our individual failures and successes to record. Principles have been evolved, methods wrought out in the strain and stress of circumstance.

As an 'old Educational hand' I venture to submit to my fellow-teachers in the Presidency some of the principles and methods of Discipline, which I have found to stand the test of experience. It may be I shall say nothing new. But old truths have always to be re-discovered, and acquire a fresh significance, are re-baptized as it were, as they pass into and out of the crucible of one thinking mind after another.

Whatever may be the intrinsic worth of the 'hints' I shall let fall they will at any rate possess one merit, that of being first-hand, not copied from books, but derived from after-

reflection on my own endeavours to cope with difficulties as they have arisen, as well as observation of the methods of others.

What is Discipline? It is not so wide as to cover the whole of school training. And yet its meaning must not be narrowed down to the art of keeping boys in order, as if they were so many babies. Perhaps it may best be defined as the art of government of a school or class, in contradistinction to the art of teaching or education proper, the two together embracing the whole of the teacher's work. I shall not in this paper deal with the question of the government of the school in general, or School Organization, but shall confine myself to the subject of Class Discipline and Form Management.

It is an odd thing to put in the forefront of the conditions of successful discipline, that the class must not consist of more than 40 boys. And yet all educationists are pretty well agreed that this must be the outside limit, if the boys are to be properly taught and successfully handled. For an inexperienced teacher, a class of 20 would probably be large enough to tax all his energies. This will be quite apparent when we consider how much is included in the idea of discipline. It means all that training apart from knowledge which develops in a boy those extra-regarding qualities which are to fit him to take his place in society, and discharge his civic duties. Besides Analysis of Sentences and the Rule of Three the class master has something far more important to teach. The formation of character no less than the training of the mind is his business. Justice, Obedience, Self-respect, Respect for others, Honour, Veracity, Charity, are some of the qualities which a rightly governed school should inculcate and foster. Never to tell a lie, never to betray a

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All contributions, books for Review, &c., should be addressed to the Editor, Mysore. Articles and communications intended for publication in the succeeding issue, should, as far as possible, reach the Editor not later than the 20th of the month. The Editor solicits contributions on all subjects of educational interest.

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The Educational Review.

We were glad to notice that Mr. Lee-Warner, the late Resident of Mysore, at the recent distribution of prizes at the Central College, Bangalore, had a good word to say on the advantages to Indian students of the study of History. He said:—"My attention is also attracted to the small number of volumes of geography and history which you are reported to have read during the year. I may tell you there is nothing so grand as the study of history. History will show you that gigantic constitutions such as

we have in this country to-day cannot be changed so simply as the process of piecing an old garment with new cloth. What man has been in the past he will continue to be in the future, in spite of the learning of his forefathers and his own accumulated knowledge. And if we are to benefit by history, we must study geography with it, for the one cannot do without the other; just as you are not able to adapt the growth of an English plant to the climate of the tropics. In fine, I venture to give you the advice that you will find the study of history the richest of all human studies. Even your briefless barrister would benefit by it."

We draw attention to these remarks because there is a tendency in this country to depreciate the educational value of the history optional branch for the B. A. Examination. That this depreciation is unjust will be readily admitted by those who are best qualified to speak on the subject. To our mind there are few subjects to which the University student in India may apply himself with greater benefit than that of history, accompanied as it is by a grasp of the principles of political economy and political science.

It is possible for idle or incapable students to manage to scrape through examinations on subjects other than History. But we stoutly maintain that the special capacity and knowledge which enable a student to pass a brilliant examination in History mark an intellect quite as strong and refined as that which enables a student to pass a brilliant examination in other subjects, such as Science or Mathematics. There are some who speak of the 'special aptitude' necessary for a successful study of Science or of Mathematics. Is there then no 'special aptitude' required for the successful study of History? How ingloriously does the specialist in other subjects often fail, to grasp the facts and principles of history? Each branch of knowledge has a value peculiar to itself and is capable of subjecting the mind to the severest educational training, if only the subject is properly studied. It is the first duty of a University to see that this purpose is answered to the fullest possible extent. There is one radical reform which the Madras University should quickly undertake and which we have long advocated, *viz.*, the complete separation of the optional subjects from linguistic studies. This is a reform which Dr. Wilson in his able paper on 'University Reform' in the *Madras Review* would seem to be inclined to limit to the subject of Science alone. Why, we cannot imagine, unless it is proof that Dr. Wilson does not rise superior to the prejudice which depreciates all subjects other than one's own. The same necessary reform should be made to apply equally to all the optional subjects. In other words, we want an alternate course, *viz.*, an Honours' course, in which a man could specialise without being harassed and handicapped by a concurrent examination in two languages. If this reform ever takes place, it will then be possible to

greatly increase the educational value of the course, not only in history, but also in philosophy, science and mathematics.

* * * * *

Dr. Wilson, Professor of Chemistry in the Madras Presidency College, contributes an interesting article on 'University Reform' in the last issue of that promising periodical, the *Madras Review*. Dr. Wilson's experiences of the University of Madras covers a period of more than twenty years, and accordingly in speaking of the need of University Reform it is the Madras University which he has chiefly in view. We can quite believe that his list of summary reforms must have caused a shock to those members of the Senate who, not being able to recall the time when the Senate ever enjoyed anything more than the shadow of power, have quietly acquiesced in an arrangement which shifts responsibility from their shoulders to those of the Syndicate. As for the Syndicate itself, these proposals of the Professor of Chemistry to subordinate the Syndicate to the Senate must have savoured of little less than rank treason. None the less, we think Dr. Wilson is perfectly correct in his main contention that the Senate is overshadowed to a baneful extent by the Syndicate. In the re-adjustment of the relations between the two bodies, Dr. Wilson sees the panacea for many existing defects, and possibly he is in the right. While giving a prominent place in his list of reforms to that by which the right of the graduates to a substantial share in the government of the University would be secured, he is evidently not very enthusiastic in urging the claims of those gentlemen. In this he appears to us a little inconsistent. We ourselves cannot but think that, due precautions being taken, the gradu-

friend, never to be unkind, never to act selfishly or meanly or cowardly—such principles can be learnt in school better than anywhere else. The teacher has to govern as well as to teach. And there is nothing like good government for disciplining character. This then is discipline. Good government as the means, character as the end. To secure this, much more is wanted than general rules and judicious class arrangements. The boys must be studied individually, and their training adapted to each one's particular temperament and surroundings. It will be seen now why a class of 40 is considered enough for one teacher. An experienced man could probably manage 1,000 as easily as a dozen. But that is not the point. Could he train them? Could he teach them? A teacher has gone a long way towards success who has got into his head such an idea of what is meant by discipline as I have outlined. He will know what is expected of him. He will know what to aim at. The thought in his mind will set the tone to his practice, his moral purpose will insensibly make itself felt by the boys, and the battle of order will be more than half won.

Some teachers appear to think there is no battle to win or lose. In their eyes order is a very minor virtue. If, with a minimum expenditure of thought and energy, you can secure good discipline, well! If there is any difficulty, let it alone. It is no wonder that after a few years such teachers come to the conclusion that teaching is a very trying profession, and exchange it for another. They have not mastered the first principles of their science. For, apart from their intrinsic educational value in the formation of character, habits of order are essential to the work of the class-room. If one boy is whispering to his neighbour, whilst another is bubbling

with suppressed laughter, and a third is planning a practical joke, and a fourth is dreaming of peg-tops and kites, the teacher may go on heroically lecturing, but he will never be rewarded for his pains. Discipline is a necessary preliminary to teaching; order first, teaching afterwards. Every boy should have his eye on the master. Not the slightest inattention should be permitted. After a fair warning to the whole class the first whisper, the first symptom of disorder should be punished. If the class as a whole is restive, and punishments have to be inflicted on one boy after another, the class should be detained for half an hour after the school closes to make up for lost time. Even the well-behaved boys in the class will see the justice of this, and they will use their moral influence with their class-mates to prevent the recurrence of the offence. But all this subtracts from the time for teaching, some one may object. True, but it is time well spent. Suppose—to take a case—when the annual promotions are made, that a strict disciplinarian receives from a lax colleague a class of 40 boys, whom it will be his first duty to imbue with a wholesome respect for law and order. His task will be peculiarly difficult from the antecedents of the class. They will want to do as they did with their previous master. A change in the direction of increased severity they will look upon as an infringement of liberty. Any attempt to enforce rules will be met with secret murmuring, if not with open rebellion. It is at such a crisis that tact is invaluable to a master. He must make allowance for the boys on account of the previous laxity. He must treat them as reasonable beings, who will not refuse due obedience to law provided the ground and necessity of it are made sufficient-

ly clear to them. I see nothing undignified in a master doing this. I feel sure it would answer even with comparatively young boys. Having thus made a proper start, having told the class what he wants, and why he wants it, the master will rigidly insist on strict attention and unquestioning obedience. Some of the bolder spirits, demoralised by the laxity to which I have referred, may decline to fall in with the changed order, and may have to be summarily dealt with, but the vast majority will acquiesce, at first perhaps unwillingly, but afterwards cheerfully, as they realise the advantages of habits of concentration and obedience. In the case I have supposed it will take some time for the master to secure good discipline. He will have to be firm, patient, discriminating. Not treating trivial faults as deadly sins. Distinguishing between thoughtlessness and wilfulness. Sometimes looking through the telescope with his blind eye, and not 'marking every nice offence.'

The question of punishments is one of the thorniest the schoolmaster has to settle. A few obvious principles may be noted:—

1. The punishment should be the same in kind as the offence. This is a counsel of perfection to be aimed at. It cannot in every case be realised in practice. For example, for a lesson unlearned a boy should be detained after school hours to learn it, a bully should be caned, and so on.

2. The punishment should be proportionate to the offence. Draconian codes have always defeated themselves. Punishments should never be excessive. They ought to be on a graduated scale. The boys' sense of justice must be satisfied.

3. Punishments involving the ridicule of the offender should be very rarely resorted to.

They diminish his self-esteem, and by so doing weaken one of the most powerful motives to good conduct. Except with very little boys, standing on the form is to be objected to as humiliating.

4. Punishment should follow as quickly as possible on the offence. Its deterrent effect is neutralised by delay. Meanwhile, an offence of the same kind may occur, which will necessitate the punishment of two offenders instead of one.

5. A punishable offence should be always punished. Otherwise, the charge of partiality will be justly incurred, and it is an encouragement to commit an offence which is not *certain* to be punished.

6. Disciplinary offences should never be punished by the loss of marks for work done. In addition to breaking Rule 1, there are other strong objections to such a method of punishment. It outrages the boy's sense of justice, it discourages him in his work, and may have the effect of putting him below boys who have earned fewer marks.

7. The punishment of caning ought to be reserved for extreme cases, such as bullying, cheating, lying. Bad disciplinarians are fond of appealing to the cane as the solution of all their difficulties. A master who cannot keep order without the use of the cane should try some other calling.

I would not abolish the cane. It should be distinctly felt and realised that, in the last resort, the master has physical force at his back to be used if the necessity should arise. On the other hand there is no doubt about it that excessive use of the cane has a brutalizing effect. Violence begets violence. The necessity of an appeal to the cane is less in proportion as the higher motives come into play.

further necessity, at least in the process of solving a deduction, for singling out the required data from among a mass of propositions. In all this there is intellectual discipline, but not that full discipline which a science like Botany or Astronomy is calculated to give. A flower or a plant is to be examined, the salient features of it determined, so that it may be grouped with its fellows or with those that approach nearest to it. Questions of divided relationship have to be decided by comparison and by due attention to the circumstances of each case. Then there is the summing up of a host of particulars into a class and the search for bonds of causation and co-existence in them. These call forth and exercise the powers of the mind in ways which, I think, are not open to a mere Mathematician. It is to make up for this defect in the discipline which Mathematics can give of itself that the University have added Astronomy and other sciences to that course. But in History taken by itself there is ample scope for imparting the whole of the discipline which is essential for success in life. In Political Economy which is as indicated above but a branch of Sociology, we have a deductive science akin to Mathematics, though its reasonings are not quantitative and precise like those of Mathematics, because of the complexity and intricacy of the conditions under which it has to work out its problems. Sociology has other departments in which there is the like scope for the application of the deductive process. But its main work is inductive; and it is hence calculated to give the fullest possible training to our powers of observation, comparison and generalization. Each man has his own predilections and prejudices, partly the result of the natural bent of his mind and partly the result of his edu-

cation. The subtleties of metaphysics have fascination for a few; the dry calculations of Mathematics attract many; Kepler observed the course of the heavens for a period of 19 years to place beyond doubt a discovery of his; Chemistry has its devotees; and so with every science and every branch of every science. But to the man who seeks not a special equipment for a life of devotion to the pursuit of one branch of knowledge, but seeks the help of the University only to fit his powers up for life generally in this world of struggles and difficulties, History, in the broad sense we have given to it, is as competent as any of the sister sciences, to impart what he is in search of. The tendency to place History on a lower level than Mathematics, which I have noticed in many, is due to the defective ways now in vogue of approaching the subject. We all know and deplore, or ought to deplore, the degradation of a sister branch—Philosophy—from the high position which properly belongs to it. We should take care that a like fate does not befall History. In it the student can not only secure the highest training which any science can bestow upon him, but can also, if he chooses, employ his powers by original contributions to the rising structure and thus secure a kind of discipline which an already built-up science is not equally capable of giving. I would therefore solicit attention to the opportunities that students of History enjoy, of employing their intellect in ways not perhaps open to the same extent to their brethren who are being trained in other departments of science; and hope that they will acquire to the fullest extent from their special subject, that education of the mind which the University intends they should acquire from it.

N. VAITHYANATHAN.

FEMALE EDUCATION IN INDIA.

(The Maharani Girls' School, Mysore.)

I shall now give a brief history of the Maharani Girls' School at Mysore, basing my statements as far as possible upon the information contained in the published reports of the institution. This school was started on the 21st January 1881. Though there were then several girls' schools in different parts of the town, maintained and managed by the Wesleyan missionaries, the leading citizens of the place were of opinion that these schools did not adequately meet the wants and requirements of the higher castes and classes of the Hindus. It was thought that to make female education acceptable to the Caste Hindus who were exclusive in their habits and sensitive to any interference with their cherished customs and manners, and to make it popular among them, it was necessary to establish a school of their own under native management, conducted with due deference to native ideas and wishes on the subject. The question was discussed at a general meeting of the leading members of the Hindu community, held on the 10th December 1880, and it was resolved to start a school solely for the benefit of high-caste Hindu girls, to be maintained by private subscriptions and managed by a Committee of Native gentlemen. In accordance with this resolution, a school was started on the 21st January 1881, and to create confidence in the public mind it was located in a portion of a Hindu Temple in the city. The number of pupils on the rolls was 28 to begin with, and before the year was out it steadily rose to 161. As the number of pupils increased, increased accommodation was found necessary; and accordingly with the gracious permission of the late lamented Maharajah, the school was re-

moved to the splendid and commodious outer rooms of the Jagannohun Palace at Mysore.

1881.—The subjects taught were Kanarese prose and poetry, Arithmetic, Native and English songs, plain needle-work and fancy-work, and Geography; and oral instruction was given in Hygiene and the details of the Hindu Almanac. English was introduced as a subject of study only in the highest class.

The average monthly expenditure of the school was Rs. 150. The school was maintained purely out of private subscriptions and donations until September 1881, when it was fortunate enough to secure a liberal monthly grant of Rs. 100 from the Mysore Government.

1882.—During this year two new subjects, Hygiene and Sanskrit, were introduced; and English was taught in the highest two classes.

At first a little oral instruction was given in Hygiene; but it was subsequently regarded as safer and more satisfactory to introduce a text-book on the subject, and accordingly a good text-book in Kanarese was got up, and Hygiene was made a subject of regular study in the school.

There were several important reasons for the introduction of Sanskrit into the curriculum of the school. A knowledge of Sanskrit is necessary for the study of higher Kanarese literature, and also for properly comprehending the meaning of the Hindu household rites and rituals as the language of all our ritual prayers (mantras) is Sanskrit. The introduction of the subject, however, was attended with a peculiar difficulty. There were no elementary text-books on the subject, especially in prose. But this difficulty was overcome by the getting up of a few elementary works in Sanskrit prose after the model of Garthwaite's First Book and the Royal Readers.

The method adopted in the teaching of Geography in this school deserves special mention. The children were taught first the geography of their surroundings, the familiar buildings and places, then that of places which they had seen or heard of, and lastly that of places of real importance of which they had not even heard before. Maps were freely used, but no text-books. By giving full information regarding the historical and legendary importance of the different places, the geography lesson was converted into a lesson also in History. By these means Geography which is regarded as a dry and uninteresting subject in boys' schools, became an interesting and entertaining subject of study at this school.

The school had been in existence barely two years, when the committee of management found that several promising grown-up pupils had been already withdrawn, and feared that many more would be withdrawn in the course of a year or two. This circumstance became a subject of anxious thought to the managers, and set them thinking as to the best means of providing home-education to girls who had left school.

Another anxious thought was also troubling the minds of the managers. Until the advent of our British rulers, the education that was being given to both Hindu boys and girls was essentially of a moral if not of a religious nature. The committee therefore thought that religion and morality should indirectly find a place in the course of instruction given in the school. The want of a regular system of religious or moral instruction in boys' schools had produced some evil results. But these were counteracted in a large measure by the opportunity the boys had of remaining in school for as long a period as they liked, and receiving a sound liberal education. The study

of higher Western literature and Western science cultivated their intellects and improved their minds, enabled them to discriminate between what was, really good and what was really bad, and led to the formation of correct ideas with regard to their religious, moral and social duties. But in the case of girls the period of school-education scarcely extended beyond four or five years, and the course of instruction given was necessarily elementary. The managers therefore came to the conclusion that moral instruction in some shape or other should be given in the school. Accordingly such vernacular works as were full of religious and moral teaching were introduced as text-books. Religious songs were taught. A book containing the most important stotrams (prayers), and a moral reader illustrating the chief moral and social duties by means of episodes and incidents from the Ramayana and Mahabharata, were published for the special benefit of the school; and a Kanarese translation of the famous Pundita Rama Bai's book on the duties of women was procured.

1883.—The new subject introduced into the curriculum this year was Drawing. Through the kindness of the trustees of an educational charity fund (the Devaraj Bahadur charities), the services of a drawing-master trained in the Madras School of Arts, were given to the school, and the subject was at first introduced only in the two highest classes. But the rapid progress made by the pupils and the interest they evinced in the subject, induced the managers later on to introduce it in all the higher classes of the school.

Instruction in English which was confined in the previous year to only two classes, was now extended to almost all the classes.

In addition to English and native songs,

some pupils were also taught to play upon the piano.

For the purpose of giving Home-education to grown-up girls Hindu female teachers were not available, and ladies belonging to missionary societies and other Christian ladies were not generally acceptable to the Hindu community. To overcome this difficulty the managers decided to try a new experiment. It is well known that in all Hindu families aged Vidika native pandits (scholars) are held in great esteem and respect, and women of even the most orthodox and conservative families are freely allowed to take lessons on morality and religion from them. It was therefore thought that these might become fit agents also for imparting secular instruction to grown-up girls and women. Accordingly two aged pandits of high character were appointed to give lessons in Sanskrit and Kanarese in their homes to grown-up girls who had left school, and about a dozen students were thus enabled to continue their education in their own homes.

For the sake of providing general information and useful knowledge to grown-up pupils and Home-students, copies of a monthly Journal, called the "Hithabodhini" and containing useful information in easy Kanarese on elementary science and current topics of the day, were freely distributed gratis among them.

1884.—Indian History and native instrumental music were the two new subjects introduced during this year, in addition to an elementary course of instruction in the physical sciences.

Instrumental music.—It has been already stated that in the previous years some pupils were taught to play upon the piano. But it was not until this musical instrument did

not become popular among the Hindus; and moreover its cost was so prohibitive that even well-to-do pupils who liked it were not willing to buy one for themselves. Consequently the managers had to think of some other instrument which would be popular among the natives, which could be bought for less cost, and which would be within the means of the majority of pupils to buy. The choice fell upon the vina (the Indian lute). But its introduction was attended with peculiar difficulties. At first the conservative public had objected even to vocal music. However their prejudices gradually wore away when they found that in school the girls were taught only those religious and festive songs which they would otherwise have learnt at home. But, as I have already remarked, instrumental music was generally associated with the courtesan class, and hence the objections against it were very strong. Some of the managers of the school were also opposed to it. But the others, who knew that the accomplishment of music in European women made their homes cheerful and happy, and contributed to make their social gatherings attractive and enjoyable, were very anxious to render the Hindu homes happy by making the vina as great a source of enjoyment in the Indian households as was the piano in European family circles. The most enthusiastic of these managers hit upon a plan of introducing it, in spite of the strong opposition offered to it. He had vina lessons given in his own house to some of the school pupils, who were his own relatives or the children of friends and neighbours, and made them play upon the instrument at the next anniversary of the school. This had the desired effect. The audience was simply charmed with the music, and the vina at once became popular. Even its worst

It may be possible to find schools here and there in which, the boys coming from homes of culture and character, the tone is so high that corporal punishment would be altogether out of place, like the helmets of Agincourt on a modern battle-field.

I feel sure that enough is not made of appeals to what is highest and best in boys. They can be influenced for good. Nearly all have the germs of a grand manhood within them. It is the function of the teacher to awaken and develop them. Much ridicule has been heaped on 'putting boys on their honour.' I have tried it over and over again, and have never found it to fail. Boys, like men, are what you expect them to be. Trust them and they will not disappoint you. Suspect them, and they will justify your suspicion.

Discipline is the product of two factors, the teacher and the taught. Much depends on the boys, more, far more on the master. It is not enough that his attitude to his class should be correct, patient, kindly. That he should be impartial in his judgments. That his discipline should be careful and strict, without undue severity. If he is nothing more he may inspire respect, he will never influence his boys for good. The only thing that moves the world is love. The successful teacher has always been a strong personality, a man of genuine moral fibre, with deep springs of sympathy in his nature, who loves his boys and is loved by them, and who is thereby enabled to impress his own individuality on them, and mould them to his will.

Well may we ask, who is sufficient for these things? To have an ideal is something. It will at any rate keep us humble. It will show us how much we have still to learn. The more we grow ourselves mentally and spiritually, the more and in like manner will

our boys grow under the inspiration of our influence. Human nature is an open book in which he who runs may read. We can learn if we will. And every step of knowledge gained for ourselves will mean a higher platform from which to teach others.

In fine, the discipline of self and the discipline of others are the same process applied to different objects. E. T. DAVIES.

(To be continued.)

HISTORY—ITS NATURE AND EDUCATIONAL VALUE.

(Concluded from page 432.)

II.

Now for the educational value of History. Our University has assigned in its curriculum an important place to this subject. It forms one of the optional branches for the two degrees in arts, ranking as an equal with Mathematics, Philosophy, Physics, Chemistry, &c. A scientific course is added to a purely literary training for obvious reasons. To the benefits of a study of the English literature, the University would add the discipline of mind to be derived from the methods of science, because mere information is not training, and because knowledge is one thing and discipline another. The latter should be made the end of education, and the former only the instrument for imparting it. When a science is taken up for study its materials form but the skeleton on which to hang the methods of systematic thought which constitute the marrow and substance of our intellectual development. When the University requires its alumni to go through a scientific course as a part of general education, every one that goes through that scientific course is not expected to grow into an original mathematician, or the founder of a new school in Philosophy, or the discoverer of new elements

and forces in Chemistry and Physics. The object of the scientific course cannot be, on the other hand, simply to store up in the mind of the candidate for general culture information for future use, even though such information may stand him in good stead at every turn of life in his future career. This is not the intention of the University; nor is it possible to accomplish even were it so. Its intention must be to give the candidate such a discipline, as would enable him, when turned into the world, to make his own way, to apply the methodical ways of scientific thinking to the practical concerns of life as they arise, that he may not blink and flounder when brought face to face with the complexities of actual life. It is impossible to arm him with a knowledge of the particular conditions of every problem or of the particular solution of every difficulty that may beset his path. But it is possible to make him familiar with the general current of scientific thought and to make him able to apply the methods of science in the proper way when he has acquainted himself with the circumstances of each case. The University aims at the development of the intellect by habituating it to the methods of right thinking. A scientific course furnishes us with models of logical reasoning, into which models we are to fit in the practical questions that we may have to solve; it develops our powers of accurate observation, teaches us how to classify the observed phenomena according to their similar attributes, shows us the process of generalizing in accordance with the evidence furnished by the facts observed, and lastly trains us in the right methods of applying general laws to individual cases. We grow familiar with the method of searching for the causes of what changes or events we may observe; we learn to make allowance for plurality of causes, for the negation of the effect because of counteracting agencies; and to be watchful against the perverting influence of bias, prejudice, sentiments, illusions, &c. Such are the benefits to be secured from a scientific discipline; and the University is confident that all these benefits a course of History is competent to confer. But can History as dealt with in our Schools and Colleges confer on us all or any of these benefits? Do we have our powers of observation trained and sharpened by the names of kings and of their ministers, and the like materials that make up the chief part of the historical pabulum served out to us? Perhaps it is so; perhaps it is not. But I must say that if History give us the scientific training it is intended to give, it cannot be the narrative of kings and their wars which made up the whole of History in my school-days. It is History in the sense in which I discussed its contents above, History viewed as the science of social man or in one word Sociology which alone is competent to rank for purposes of culture as the equal of Mathematics, Physics, Philosophy, &c. Mathematics starts from a few first principles and evolves a huge structure of deductions out of them. When conclusions are deduced from premises in conformity with the strict rules of inferences the mind receives valuable training in accurate ratiocination. A proposition in geometry is the model of logical inference from given data to a conclusion; a deduction is a problem which is solved when it is traced back to the data among proved propositions from which it can be deduced. Both in tracing a principle to its consequences and in the reverse process of tracing a consequence back to its principles there is the necessity for accuracy of reasoning. And there is the

opponents were now in favour of it, and were solicitous that their own children should learn to play on it. Then several arguments were brought forward in favour of its introduction into the school. It was said that the vina was a divine instrument, upon which Saraswati, the goddess of learning, and Narada, the celestial minstrel, were always delighted to perform. It was also said that it was to the accompaniment of the vina that the Vedic hymns were chanted. But the most cogent argument was that it produced very sweet music, that it enabled the Hindu woman to perform upon it squatting down upon the floor in her usual dress without offending in the least native ideas of decorum and modesty. The popularity of this musical instrument soon spread to several parts of the Madras Presidency, and the late Mr. Venkatesa Sastri of Tripattur came here to watch the method of instruction adopted, and after a fortnight's stay went back and opened vina classes for girls in several parts of the city of Madras. I am sure that in course of time when the charming music of this instrument becomes known in other parts of India, it will become popular in those places also. In connection with the subject of Hygiene, it was found desirable to teach the main outlines of human Physiology and to show certain experiments in Chemistry. This work was kindly and cheerfully undertaken by some of the young men of Mysore, who were students of the Medical College at Madras, and who, during their long vacations, came here and lectured upon these subjects to the girls and demonstrated the truths by means of experiments. In this way the teaching of elementary science was introduced into the school, and after a time the elements of Physiology, Physics and Chemistry were made regular subjects of

study in the higher classes, and the services of a science graduate, who had also completed a portion of the course for the Madras M. B. Examination, were secured to teach those subjects.

S. MALHARI RAO.

(To be continued.)

CLASSIFICATION OF FIGURES OF SPEECH.

Is it possible to classify and thus systematically to exhibit, in principles and embodiments thereof, what are called Figures of Speech? This has rarely been done; there is a natural difficulty and the grounds of it are obvious. Literature, whether poetry or artistic prose, appeals to varied faculties, to reason, to trained imagination and to simple emotion. Rhetoric claims kinship both with Logic and with Art. Accordingly a Figure of Speech which when first moulded was of a purely intellectual character has been employed by the literary artist so as to express whatever emotion he may desire to clothe with language. Thus a Simile is fundamentally a comparison which the intellect traces; and this, in plain prose, in description or exposition, it must remain. But in oratory and still more in poetry the likeness may cease to be the main thing; the resemblance may even approach a vanishing point, lost in the glow of light and colour, of kindling interest, of pleasing association, or of mere literary ornament. And thus the figures of Poetry become as various as the moods of the human heart. An exclamation, e.g., may be of joy or sorrow or surprise, of wonder or delight or fear, and no intellectual principle can be the basis of its classification. Nevertheless, something of Classification and Defi-

ution may be done either through the observance of the external form or the keeping sight of the primary purpose of the Figure.

In what follows I shall largely refer to and draw from what I suppose the chief discussion of the subject in modern text-books, what is at least the only recent work known to me worth reference to—Dr. Bain's *Rhetoric*. Dr. Bain divides according to his divisions of intellectual faculty; to the three powers, viz., (1) of tracing similarity, (2) of marking contrast, and (3) of memory or retention in the mind. Whether or not this is the best it is manifest that it is not good. For, in the first place, Dr. Bain himself has to add to the leading figures thus included, a list of eight or nine important figures (such as epigram, climax, &c.) and an equal number of unimportant figures, that are thus left out of the ranks. Secondly, I cannot admit that the Figures of Contiguity are (as Dr. Bain assumes as a fundamental principle) in any special propriety Figures of Memory. Dr. Bain's exposition of this point always recalls to me by way of contrast the words of the greatest of all literary thinkers: "This art of memory is but built upon two intentions, the one prenotation, the other emblem. Emblem reduceth conceits intellectual to images sensible which strike the memory more" (*Advancement of Learning*, XV. 3). But according to that similitudes must be the chief if not the only Figures of memory. My criticism is a theoretical one but it suggests whether figures of contiguity are entitled to be a separate group. There is a third point on which I cannot quite agree with Dr. Bain. It is as to *tropes*. Dr. Bain thinks this term expresses no essential distinction of its own and so he drops it altogether. But the *differentia* of a trope is simple and definite. It means that a word—an individual or single

word—is used in a sense which is not its natural sense; that it has been *twisted* or *turned* to express some other purpose or meaning, as *e.g.*, when a man is called an ass or when a throne (meaning a dynasty) is established. Dr. Bain dislikes this distinction doubtless because it interferes with his intellectual classification. It groups together metaphors and metonymies which to him are in separate categories. But the main question that to us it raises is not what is a trope but, what is a *figure*? The former is definite, it is the latter that is indefinite. A Figure is in the first instance a form—a striking, or unusual, or beautiful form. Thus it denotes a triangle, a circle, a spiral, any arrangement of lines right or curved which is regular and which expresses a mathematical principle or equation; and of course any beautiful shape of any number of dimensions. But secondly the word Figure is used to mean not only configuration but also transfiguration. It has been extended in the language of imagination to denote not only form but the process and result of transformation. And in this extended sense it includes both the trope which is the transformation of a term and the figure which is the transformation of an idea or a sentence, though in the latter case the words and clauses that express it are all used in their familiar sense. Of the former kind is the metaphor, of the latter is the simile. In the simile no word is used metaphorically yet the effect of a metaphor is produced. Dr. Bain calls a metaphor a condensed simile; might not a simile be deemed a metaphor lifted and elaborated into Art? That is to say might not the brief figure be regarded as the germ rather than as the essence of the full Figure? Metaphors are we think the more frequent of the two, *i.e.* the more natural, in

III. Figures of Comparison; whether establishing Likeness or Unlikeness. These are the figures that are fundamentally intellectual, though in poetry emotion is super-added.

A. Similitudes. These are all capable of sub-division and of multitudinous shape.

1. SIMILES. Of this great variety of form and detail exists.

2. ALLEGORY, where the meaning is two-fold throughout. Or the two meanings may be blended, as in *John*, XV.

3. FABLE, where the story is invented to recall or suggest something else.

4. EXAMPLE, for the same purpose as the Fable but taken from ordinary life.

B. Contrasts, such as two opposed scenes placed side by side, or two elaborated pictures as in Milton's *L'Allegro* and *Il Penseroso*.

IV. Emotional Figures, such as exist only for the effect produced on the feelings. There are two main kinds.

A. Figures of Intensity.

1. HYPERBOLE.

2. PERSONIFICATION. Partial personifications, where some one quality of life is attributed to something inanimate, may be regarded as metaphors.

3. VISION, where the speaker professes to see the distant or the invisible.

4. APOSTROPHE, where the unseen or distant is directly and rapturously addressed.

The same effects of thrilling emotion may be produced by exclamation, interrogation, contrast and climax.

B. Figures of Surprise. Most of these are allied to the intellectual Figures of Contrast.

1. EPIGRAM. This is of various forms, as play on words, apparent contradiction; some truth of an unexpected kind being conveyed in a manner that excites surprise.

2. OXYMORON, where two adjacent words seem to contradict each other as 'honour dishonourable.'

3. PUN or paronomasia. A play on words, usually on the double meaning of some word. It does not, like the epigram, convey any truth.

4. INCONGRUOUS combinations, *e.g.*, "pudding and praise," "filled with food and gladness," "inflamed with bad passions and worse whisky." These are allied to the Epigram, but the differences are not contradictions or contrasts.

5. INNUENDO. This is a figure of suggestiveness, generally insinuating something unfavourable; used largely in attack.

6. EUPHEMISM may be carried so far as to belong to this group.

Figures of surprise belong generally to the region of wit and are largely used both for the production of mirth and for the severer effects of satire and vituperation.

Such is a classification, but by no means exhaustive, nor can it be called scientific. For it proceeds on more principles than one. It recognises some figures as depending on form without reference to meaning. It divides others according to meaning or intention. It is as if in classifying poems we were to make some answer to the Greek names—epic, lyric, ode, elegy, drama, &c., and to describe others as didactic, reflective, emotional, sentimental, poems of the fancy or the imagination. Yet such variety pertains to the nature of the subject. A Figure is not a definite idea, a unit which has many manifestations, nor is it the product of one age or country. As Greece, Italy and England have all contributed to the forms of Poetry, so many lands and languages have contributed to the types of such tropes as are the salt of speech and

such figures as are the flowers of literary art. Hence have arisen forms that have commended themselves without reference to the ideas or feelings that may be put into them and that may express ideas or feelings of opposite kinds. Apart from these and even if we consent to merge tropes in general figures it will, we think, have to be admitted that a complete classification must take account not only of the divisions of the Intellect (such as Dr. Bain presents) but also of the types of emotion, seeing that Figures as the product of Imagination minister to the feelings no less than to the thinking powers, while many are nothing other than utterances of emotion.

R. SCOTT.

THE ETHICS OF ROBERT BROWNING.

It is only of late years that the works of Browning have become at all widely known. The world is often slow in recognizing a great man. In Browning's case this was due, practically, to two reasons. In the first place his poetry was of a much more serious kind, and full of much deeper thought than people had been accustomed to. Poetry was looked upon, and is still looked upon by many, as existing for our amusement. Its function is to be pretty, easy, interesting, sentimental, and to serve to pass away an idle hour without any great effort of the mind on the part of the reader. But poetry which had to be taken seriously, and studied with great attention, and which demanded the exercise of all the faculties, seemed almost an anomaly, and to have no real reason for existing at all. The second reason that for a long time prevented the world at large from recognizing Browning as a great poet, was that a number of false impressions had grown up round

his works. People said that he was obscure and unpoetical, and that often his thought was altogether unintelligible: and though these charges were frequently made by people who had never really studied the author whom they were criticising, they had, nevertheless, the effect of making many others shy of such apparently unprepossessing works. Happily such charges are now coming to be regarded, if not as wholly untrue, at least as gross exaggerations; and those who have devoted the most study to Browning and his works, agree, that in the majority of his poems he is not obscure, that he is hardly ever unpoetical, and almost never unintelligible. He is often difficult; a single line will sometimes require careful study and deep attention before the idea is fully grasped, but this is generally, not because the language is obscure, but because the thought is so profound. His verse is often rugged, and jagged, and almost wild at times, but this again is because the feeling is intense and the thought deep and intricate, and does not show that he lacked true artistic feeling, or that he never took the trouble to clothe his thoughts in harmonious and suitable language. Very often it shows exactly the reverse. Very often the thought is so intense, and so profound, that it would be entirely out of place if expressed in the smooth, easy-flowing verse that one would choose for a pastoral ballad or a love-sonnet.

During the last hundred years there has been almost as great an advance made in thought as there has been in matters of science, and in order to understand Browning's position clearly we must indicate very briefly what the chief features of this change have been. We see it very clearly in the poetry of the present day, which is, in many ways, a marked contrast to that of the 18th century.

This change, or advance is due, in part, to the great historical crisis and social revolutions which took place at the close of the last, and the beginning of the present centuries; and is, in part, also a reaction. The dominating note of the poetry of the 18th century, of which we may take the works of Pope as typical, was *matter of fact*—to regard everything as it actually presented itself to any one of our bodily senses; in other words it was a tendency towards materialism. It displayed an absence of spirituality both in man's view of the universe, and in his conception of his duty in the world. The universe was regarded merely as a huge piece of machinery, working on a system of fixed laws. God was an infinitely supreme and wonderful being at its head, but in no way a part of it. The earth was wholly material, God wholly divine; there was no meeting point, or blending of the two. Nature was not looked upon as having any deep spiritual significance, or as in any way revealing the nature of her creator; she was simply a huge piece of clock-work, very wonderful as an exhibition of laws and order, but which the Deity had simply set going. Man's duty was to believe in God, and to have his belief clearly defined, and formulated into an unalterable creed; to observe faithfully the code of moral laws which his religion laid down, and to bring his passions into subjection and obedience to those laws; he was, in short, to be a kind of law-abiding machine, and the aim of his existence was to make himself fit to enter a heaven only less material in conception than his earth:—

Passions, like elements, though born to fight,
Yet mixed and softened, in his work unite;
These, 'tis enough to temper and employ;
But what composes man, can man destroy?
Suffice that reason keep to nature's road,
Subject, compound them, follow her and God.

Love, hope, and joy, fair pleasure's smiling train,
Hate, fear, and grief, the family of pain.
These mix'd with art, and to due bounds confined,

Make and maintain the balance of the mind.

A purely material existence, where all that is divine in man's nature is to be confined and suppressed.

At the end of the century came the French Revolution, and with this social revolution, came another, of even greater significance, in the thought of the age. Together with the struggle against oppressive governments and priesthods, and privileged orders which were slowly, but surely, crushing the life out of the masses of mankind, came also a struggle against the bonds of materialism, which were not less surely crushing and destroying man's spirit. People seemed suddenly to become aware that they had spirits, and that God was not an unapproachable being who was to be wondered at and worshipped from an infinite distance, but was actually present, in the world, and in nature, and in themselves; that he was not to be served by a monotonous and mechanical obedience to a fixed code of laws, but a being to be approached by the development and elevation of the diviner part of man's nature, by the expansion of those very passions which it had been the aim of the previous age to subdue. God was regarded rather as the personification of love and sympathy, and all the noble passions, and the way in which a man could make himself most like God was by developing the germs of those noble passions which were implanted in his nature.

Among the earliest exponents of this new doctrine, which goes by the name of transcendentalism, were Coleridge, Shelley, and Wordsworth; its last and most able exponent was Robert Browning. It is a fact, that is we

borne out by history, that at the commencement of all great reformations, or revolutions, whether political, social, or religious, there is a tendency amongst those who are upholding the new order of things to rush into extremes; to try to abolish not only that which is bad in the old, but that which is good too. With Byron, for example, the cry for freedom developed into a kind of fanatical exhortation to all men to rebel against the powers that governed them. It was the same too with the new doctrine of transcendentalism. The mistake of the 18th century had been to cling to the material side of life to the exclusion of the spiritual; the mistake of many of the earlier writers of the 19th century was to cling to the spiritual side of life to the almost total exclusion of the material. The first was bad, because it deadened all that was noblest in man's nature; the second was impossible, because man is partly a material creature living in a material world and is therefore bound to condition himself more or less to his surroundings. This rush into extremes ended in both cases in pessimism and despair. Byron, when he discovered that his ideal state of freedom was not to be on earth, came to the conclusion that life in this world was a failure, and that no good thing could come out of it, and that God, if he existed at all, at any rate took very little interest in sub-lunary matters:—

Ay, but to die, and go, alas!

Where all have gone, and all must go!

To be the nothing that I was

Ere born to life and living woe!

Count o'er the joys thine hours have seen.

Count o'er thy days from anguish free,

And know, whatever thou hast been.

'Tis something better not to be.

Shelley too, who longed for a purely spiritual life, found that that also was unattainable, and fell likewise into despair. "A beautiful but in-

effectual angel," he has been called, "beating in the void his luminous wings in vain." In the end his wings became weary, and he fluttered down again to the earth:—

Through the unheeding many he did move.
A splendour among shadows, a bright blot
Upon this gloom-scene, a spirit that strove
For truth, and like the Preacher, found it not.

How very different is the sentiment contained in the following lines of Robert Browning!

My own hope is, a sun will pierce
The thickest cloud earth ever stretched;
That after Last, returns the First.
Though a wide compass round be fetched:
That what began best, can't end worst.
Nor what God blessed once, prove accurst.

We are raised at once from pessimism and despair, to optimism and hope: two features which pervade almost everything Browning ever wrote. Transcendentalism had on him the very opposite effect to that which it had had on many of the earlier writers of the century. This was due to the fact that he recognized the great truth that the spiritual life must progress side by side with the material life; there is no separate existence, the actual and the ideal must go on together. Let us consult another great thinker on the same point. The following passage occurs in Carlyle's *Sartor Resartus*:—

"May we not say, however, that the hour of Spiritual Enfranchisement is even this: When your Ideal World, wherein the whole man has been dimly struggling and incessantly languishing to work, becomes revealed, and thrown open; and you discover, with amazement enough, like the Lothario in *Wilhelm Meister*, that your 'America is here or nowhere?' The situation that has not its Duty, its Ideal, was never yet occupied by man. Yes here, in this poor, miserable, ham-

untutored but gifted speech; so that it is not quite easy to say that either is the more primitive and that the other is a modification of it. It is a case where much may be said on both sides; that is to say, a metaphor may be deemed either a similitude or a trope.

Our thoughts seem to have led us to three groups of Figures:—

I. Figures where the mere form of the clause or sentence is striking, unusual or elaborate. Such are Inversion, Exclamation, Interrogation (where no answer is desired), Climax.

II. Figures where a word or name is transformed. Such are the tropes—metaphor, metonymy, synecdoche, antonomasia, &c.

III. Figures where the entire thought is transformed, chiefly by the imaginative association or identification of things essentially different. These are in many cases due to the oneness or identity of law which men are prone to trace in the varied spheres and "foot-prints of Nature." Such are the Simile and Allegory.

But this triple division does not cover the whole ground and it leaves much undefined. With regard to the first, how are we to draw the line so as to decide what forms are Figures? To draw the line will in our opinion baffle "the wit of man." Take Inversion. This device is constantly used in all writing for the sake of emphasis or some convenience of style. That however is a matter of arrangement concerning the mechanism of a sentence and not pertaining to Figures of speech. The figure of Inversion exists where the order of the words is such as would be intolerable in unimpassioned prose but where it has been so skilfully managed as to be in poetry not only tolerable but delightful. Take Climax. Some climaxes are classical and their place and name no one will dispute. But generally speaking

climax is a part of the mechanism both of sentences and paragraphs. The careful student of Burke or Robert Hall will have observed that their longer sentences are habitually arranged so that the successive clauses indicate an increasing weight of thought or volume of sound. Looking more minutely he will find that often the successive sentences of a paragraph are arranged for similar effect; and it may be successive paragraphs of a theme. The law by which the main outline of a drama rises to a climax near the end is a law of all artistic composition. Yet as a rule climaxes that are Figures are not difficult to isolate. These two examples (inversion and climax) are sufficient to show the difficulty that will often exist (in all cases of figures of mere form) in drawing the line between what is ordinary and what is consciously figurative. The same thing is true of Antithesis and Epigram. One other observation regarding a group of figures where the external and the inner aspects are combined—the figures of Contrast. All great poets know the striking effects that can be produced by sudden change or the comparisons that reveal opposites. Change of scene and circumstance as from storm and rain to calm and sunshine; change of types of men as in the foils of dramatic characterisation; change of emotions from joy to sorrow, from hope to fear or horror. Hence Shakspeare's "Look on this picture and on that," or Milton's passages from the barest scenery of the natural earth to the varied refinements of ideal civilisation, and from rugged speech to the softest music. And artistic contrasts, as well as similitudes will be found in profusion in the familiar poetry of Scott or Tennyson. But are these Contrasts to be called Figures of speech? That question seems to us not easily answered.

All material joys, then, are means only to an end, the end being practically this—to become as God-like as possible. And here you must notice, for this is a point I want to bring out as strongly as possible, that this end is one which no man can ever say he has accomplished. The end is, as it were at an infinite distance, and the struggle towards it will not only occupy this life, but the life to come as well. And here, in passing, a few words must be said about Browning's conception of a future life, because it is very characteristic of the man himself, and very different from that of most other people. De Quincey, for example, speaks of a "vision of rest, of saintly repose from strife and sorrow, towards which," he says, "the profoundest aspirations of man's heart are, in solitude, continually travelling." This 'vision of rest' certainly never appeared to Browning. It was rather a 'vision' of work which he saw, the next life being a continuation of the struggle after perfection which is begun on earth. Mr. John Mackenzie, in an excellent little book entitled a "Manual of Ethics" dealing with this subject writes:—

"Ruskin also has sung the praises of rest and contemplation, and William Morris has found his earthly paradise in 'a century of rest,' in which the turmoil of modern civilization shall have been appeased, and men shall find a more worthy existence in a closer walk with nature. Similar ideas dominate Emerson and Thoreau. All these seem to think that the contemplative life is essentially higher than the active, and that this higher life is to be reached simply by withdrawing from the life of action. On the other hand Carlyle preached a gospel of labour, and was fond of quoting the words of Sophocles that 'the end of man is an action and not a thought,' or the

exclamation of Arnault—'Rest! shall I not have all eternity to rest in?' This view fits in well also with the robust philosophy of Browning, who cannot even accept the orthodox view of the rest of eternity, but conceives of it as the most fitting address to his departing spirit:—

"Thrive and strive 'cry, 'speed! Fight on, fare ever, there as here!"

To return to the point we were discussing. We found that a man must strive for an ideal so high that he can never hope to realize it; or to put it another way, he must never be content with anything he has achieved, but must ever go on again towards something better yet. For he can be sure that he has put forth his whole strength only when he has striven for something that is too hard for him. If he rest content with having perfected any ideal, though that ideal be itself a high one, it shows that he might have gone on and striven for one still higher. Perhaps an example will make this clearer. Figure to yourselves a man who has set himself a very high ideal, which he intends to live up to. He has determined to obey every moral law which his code of morality lays down; to make the highest use of all the faculties with which Providence has endowed him and to bring all his passions, his loves, joys, hopes, and fears, up to the level of this ideal; suppose now that he accomplishes his aim, and can look back on his life and say, "I have gained my object, I have not committed a single fault, not made one false step," this very perfection, in the eyes of Browning, constitutes his failure; because his aspirations were limited by those very laws and conditions which he set himself to observe and fulfill. He strove hard to attain this perfection, and developed his passions till they were in conformity with it, but then

and possess much less of character than their uneducated brethren. Judged by the two-fold standard of the objects of education, *viz.*, ability to develop the resources of the country and the possession of a highly cultivated moral character, the present work of these schools is found rather disappointing. The curriculum in force must have some practical course of agriculture or some useful industry suited to the localities, and the men imparting instruction should be of a nature to infuse moral influence by their example, conduct, and tone of thought. To satisfy these conditions, Government has to train teachers by opening a number of normal schools. The present set of masters who may be regarded as the pioneers of the department have grown antiquated and useless to serve the purposes now required of them. They have to be gradually weeded out and their places filled by a much better set of teachers. Government has opened a normal school at Mysore lately, but it is not enough to meet the wants of the whole province adequately. More Normal Schools have to be opened, and in addition to the subjects taught at present, practical agriculture and allied subjects have to be included in the curriculum, as well as a few optional subjects of a scientific nature.

The method now in vogue in the Department to improve the state of affairs appears to consist in pursuing a vigorous policy of wholesale fines, degradations and suspensions. These punitive measures do not secure the desired end, but simply create heart-burning and discontent. On the other hand a sympathetic and instructive treatment of the masters with sure and unfailing punishments for moral perversity and hopeless ignorance or evil temper will tend to much better results. The old men whose age and training have rendered them incapable of receiving new knowledge and assimilating it, have to be replaced by a better trained agency. The very low pay of Rs. 5 and 7 for teachers has to be increased. The general wages have of late considerably risen

all over the country and an ordinary unskilled labourer usually earns a sum of 8 or 10 Rs. per month. If a man of some acknowledged ability and learning has to devote all his time and energy to school work, surely he has to be much better remunerated.

AN OBSERVER.

ENGLISH TEACHERS AND HOLIDAYS.

Throughout the length and breadth of this island of ours there is in the world of school profound peace; for, after a long spell of hot and trying weather, all are dispersed—to the country, to the seashore, abroad—each following as far as possible his own tastes, but all having one and the same end in view—play, recreation, change. This is the time when the masters are boys again; when their feelings about work for once entirely harmonise; when both, with absolute *abandon*, turn to open air enjoyment for the whole day and for every day for some weeks to come. There is no reservation in the matter. The only seriousness left in the schoolmaster is in his thorough-going determination to be rid of seriousness. He makes his holiday arrangements in good time, looks out his trains and boats, consults his guide books, marks out his route, makes his holiday purchases and gets his holiday reading—from the *boys' library*,—packs up, and, within an hour or two after parting from his young friends, is fairly 'under weigh.' The latter, too, have been enjoying the mild but unalloyed pleasure of anticipation. Model-ships have been rigged up; fishing, tennis and cricket tackle all seen to; botanists and entomologists are equipped with drying-books, poison-bottles and nets; some 'good' tales—Stevenson's or Henty's if any can be got—are stored up for idle hours (useful too for wet days, but these are not taken into account); the latest hints to be picked up in the

Many of the best of them—as far as poetic feeling is concerned—lack the definiteness, the compactness, the unity and boundary of shape which must pertain to every Figure. Others are definite enough—combining contrast or antithesis in form with striking appeal to the feelings. Others seem purely verbal antitheses and may be classed amongst the Figures of mere form. The words “God made the country and man made the town” may be regarded as a balanced sentence, as an antithesis, as an epigram, and (when we begin to meditate on the charm and purity of nature in contrast with the elegances of Art or the corruptions of Civilisation) as an emotional Contrast of high suggestiveness. And this example may be allowed to remind us in closing this preliminary survey that, classify as we may, many striking figures may be placed in one or other of several divisions.

I conclude with a suggested classification. Space forbids examples.

1. Figures of external Form; depending, *i. e.*, on the arrangement of the words or syntax of the sentence or some external quality, and not on any type of ideas or emotions.

1. INVERSION, especially where the Predicate is put first.

2. EXCLAMATION.

3. INTERROGATION, with a view to rhetorical effect.

4. APOSTROPHE. This figure resembles exclamation and depends on an external circumstance though it may claim classification on deeper grounds.

5. CLIMAX and anti-climax.

6. ANTITHESIS when the figure depends on the perfect balance of contrasted statements.

7. REPETITION of words; successively as ‘never, never, never’; or at intervals.

8. Use of conjunctions; either their omission (*asyndeton*), or excess (*polysyndeton*).

9. Anacoluthon, or change of construction in the course of a sentence.

10. Zeugma. This and the preceding may be regarded simply as grammatical variations. But of all cases belonging to this whole group it may be said that their right to be regarded as Figures of Speech depends on the artistic handling. It is a question of degree and excellence.

Some of these are liable to discussion, and others might be added; not only minute figures noted only by the Greeks but some of an important character, such as Paronomasia and forms of Epigram. But as these though possessing an external distinctiveness can be classified according to the emotions they correspond to, we prefer to give them below.

11. Tropes.

1. METAPHOR, founded on similarity.

2. METONYMY, founded on association.

3. SYNECDOCHE, founded on the substitution of something related.

4. ANTONOMASIA, or the use of a personal name for a class; a form of the preceding.

To these, two other figures, not always expressed in one word, may be added.

5. IRONY, founded on contrast; where the meaning expressed is plainly and suggestively different from that intended.

6. HYPALLAGE, where for poetic effect there is a transference of an idea or feeling to a position in which it is naturally incongruous; most frequently a transference of an adjective.

Dr. Bain gives six kinds of Metonymy and eight of Synecdoche. It is a manifest misfortune of his method that these synecdoches cannot be grouped together; some of them being reckoned figures of similarity, others of contiguity.

pered, despicable Actual, wherein thou even now standest, here or nowhere is thy Ideal: work it out therefrom; and working, believe, live, be free.”

Browning believed most intensely in the existence of the soul, and that the aim of man's life should be to purify and ennoble his soul, and so approach as much as possible to the perfection of God; but he believed also most intensely in *this* life, and looked upon the joys, pleasures, and duties, of the material world as absolutely essential to the man who would attain the higher life of the spirit:—

“But the soul is not the body:” and the breath
is not the flute;

Both together make the music: either marred
and all is mute.

This brings us to a point which I want especially to bring to notice; namely, Browning's hatred of asceticism. All the pleasures and good things of this life are created by God, and are portions of one great plan, and in so far as we reject these pleasures and good things, to such an extent are we deliberately setting ourselves to upset that plan:—

Wherefore did I contrive for thee that ear
Hungry for music, and direct thine eye
To where I hold a seven-stringed instrument,
Unless I meant thee to beseech me play?

This thought is constantly recurring throughout Browning's works. All kinds of bodily exercise, all kinds of sport, the pleasures to be derived from the fine arts, and the pleasures of society, all in their turn are defended and upheld. I will quote only one other passage from the poem entitled *Saul*, which shows how good a thing it is merely to be alive.

Oh, our manhood's prime vigour! No spirit
feels waste,
Not a muscle is stopped in its playing nor sinew
unbraced.

Oh, the wild joys of living! the leaping from
rock up to rock,
The strong rending of boughs from the fir tree,
the cool silver shock
Of the plunge in a pool's living water, the hunt
of the bear,

And the sultriness showing the lion is couched
in his lair.

And the meal, the rich dates yellowed over
with gold dust divine,

And the locust-flesh steeped in the pitcher, the
full draught of wine,

And the sleep in the dried river-channel where
bulrushes sell

That the water was wont to go warbling so softly
and well,

How good is man's life, the mere living! how
fit to employ

All the heart and the soul and the senses for
ever in joy!

No one was less of an ascetic than Browning: yet, on the other hand, no one loved pleasure less for pleasure's sake than he did. It was never an end in itself, but a means towards attaining a fuller development of the spirit. The tree must be tended and cared for, if it is to bear good fruit. Let us take an example of a very ordinary pleasure, for instance, sport, and see why he advocated it with such enthusiasm:—

Hunt, fish, shoot,
Would a man fulfil life's duty!
Not to the bodily frame alone
Does sport give strength and beauty,

But character gains in—courage?
Ay, Sir, and laugh beside it!
You don't sport, more's the pity:
You soon would find, if you tried it,

Good sportsman means good fellow,
Sound-hearted he, to the centre;
Your mealy-mouthed mild milksops
—There's where the rot can enter!

I should like to earnestly recommend all Native students to read, mark, learn, and inwardly digest the sentiment in these three verses.

Boys' Own are discussed; plans are formed and 'treats' anticipated; and when 'pater's' holiday arrives off they go.

However the boy may have worked (or idled) during the term, there is a truce now. Whatever little schemes *pater* may have in store for next term for the boy who is 'making no progress' or disappointing even modest expectations, for the time there is peace. That same boy, who finds school and study wearisome and unprofitable, is now in his element. He is handy, inventive, full of spirit, observant, alert. Strange will it be if those paternal schemes are not forgotten before next term for the schoolmaster; even the school is all but non-existent. He must indeed be an enthusiast if from the commencement of his holidays he can devote himself to 'Holiday Courses' in French, German, sloyd, and Manual Training, and so forth, even when these are pleasantly blended in a mild way with ordinary holiday pursuits, yet such courses are now being conducted in France, Germany, Switzerland, Holland, and Sweden, and many places in England and Wales: besides those abroad being arranged to meet the requirements of Englishmen and other foreigners, as well as of the natives. In addition, we find at Oxford and at Edinburgh, courses of lectures on various subjects less directly connected with School-work—History, Economics, &c.—intended to further general culture; and also at Oxford a Holiday Course for Young Teachers. A cynic might fairly ask whether teachers are consistent in asserting that their work is trying, exacting, harassing, wearing, and so on, and then while they are exhausted and fagged out, going to Jena for a course of German, or to Edinburgh to study Aristotle or Kant. He might suggest that it were better for the

pedant to rub off some of his pedantry by keeping quite clear of other pedants and coming down from his exalted position amongst boys to measure himself on equal terms with men—in other words that the best thing he can do is to avoid for a short time everything that will conduce to his usual mental attitude of ruler, dispenser of knowledge and encyclopædia for the use of the young everything connected with schools and books, and get out into the world of men and things, not in order to be flattered or admired, but to be brought somewhat nearer to a true estimation of himself than he is usually supposed to have reached. It is not without reason probably that the Oxford Course is for Young Teachers.

There are, of course, two sides to this question. Which has the balance of advantages? The master is induced to get *right away*—to Geneva or to Caen; he gets into fresh scenes, hears another language, lives in a totally different social atmosphere—or *may*, if he will isolate himself from his friends and fellow-country men. All this is very good. And he may derive real benefit, if he have a good lecturer and be capable of following him, both in the way of direct instruction and also of stimulus and guidance. French or German will become a living tongue to him, instead of a book-language. His pronunciation may possibly undergo some correction. A good French scholar—in the study—may make a sorry exhibition of bookiness and awkwardness in the *café* or the *salon*. The probability is very great that students who find the serious part of the work unprofitable will neglect it for the recreative part, and—*vice versa*, I was going to say, but won't: I cannot conceive any Englishman doing such a thing—and so things will turn out right after all.

The holiday maker will make holiday, and the student will do some study under favourable circumstances and be obliged to take more recreation perhaps than he otherwise might.

After all, the movement is an experiment. It will draw many to the Continent who would not otherwise go, and it will give them sufficient knowledge and confidence to go alone and study the people and their language thoroughly by living with them and, among them, alone. Then, if ever, a man realises the difficulty, the peculiarity, of conversing about ordinary affairs with ordinary people in their ordinary way. They speak very quickly, they mispronounce the words, they cut them short, and they say in five words what he in his bookish way can express in no less than a dozen. He begs them to repeat a remark, to say it distinctly, nay even to spell a word occasionally. When at last he begins to feel more comfortable in conversation he takes his walks abroad and practises on obliging strangers. He meets the *curé* and gets on well; feeling encouraged, he plunges boldly into a familiar talk with some poor countryman—thinking to study the *patois*. Alas! poor fellow, he is beginning to realise how little his knowledge of the language is worth after all, when it comes to practice,—good as he thought it.

To the great majority of teachers, probably, a thorough change is preferred and is obtained; a downright lazy time for a week or two by the sea followed by more active play in the way of walking, climbing, or boating; alike in the open air, in the full enjoyment of nature; roughing it in bad weather, and getting all the pleasure possible out of it. Whether all schoolmasters 'work hard' or not, others shall decide: but most of us know how to 'play hard.' And for my part I doubt if the

mixture of work and play offered by Holiday Courses for teachers will ever—in the Summer holidays at least—gain a real hold on us. Does not rather the Course taken by the National Union of Primary Teachers commend itself?—namely, securing advantageous fares for its members from steamship and tourist agencies?

The Master or Mistress who toils in stuffy class-rooms for five or six hours daily, besides giving some time to preparation of lessons and correcting papers, who wishes to remain in good condition and to do the best possible work, cannot afford to make any but the best use of holidays. Long may it be ere teachers become so devoted that they have not time to play.

F. GORSE.

THE GERMAN STUDENT.

"*Frei ist der Bursch.*" Thus sings the German student when drinking his beer in his club, the long pipe with coloured tassels in his mouth, the *cerevis* (cap) on his head, sending the blue smoke in little ringlets to the ceilings, his "cut" face glowing, his eye sparkling with enjoyment and pleasure." But what does this freedom mean? Up to the Reformation the Universities in Germany were clerical institutions after the Parisian pattern. Professors and students lived in cloisters, separated from the social life of the citizens, exercising their own jurisdiction, and thus enjoying what they called "academical freedom." During the Reformation the Universities gave up their clerical character and became dependent on the governing prince. They lost their autonomy and, although they had still full jurisdiction, even over life and death, it was only "bestowed" on them, and the prince was the "superior court." The power of discipline, exercised by the University authorities, became very relaxed, and in 1819 a state-judge for students was installed, and

now-a-days the student stands under the common states-jurisdiction as every other citizen. The old academical freedom has gone. But as the Rector and Senate of the University have still the power of exercising academical "discipline" the German student stands under a double jurisdiction, the *state* and the *academical* tribunal, which are independent of each other, so that a man can be convicted for the same crime by the one authority, and be acquitted by the other; only in *one* case, when he has been deprived of his rights as an honorary citizen by the court of justice, the University is obliged to "sack" him.

But the academical "Lehr- und Lernfreiheit" (freedom of teaching and learning) has remained. The German student is only obliged to "belegen" (secure) a lecture during the "semester," but he is not forced to attend it. After having been forced to work for twelve years at his "Gymnasium," the student is now to learn to "wish" to work.

Next comes the "Lebensfreiheit," (freedom of life), in order to develop his moral character. The German student, unlike most of the English students, lives in lodgings wherever he likes. He is free in the town, where he studies—free from conventional life and social slavery. No "black-gowned" proctor disturbs his night amusements;—he goes out and comes home whenever he likes, singing perhaps only too often:—

"Grad aus dem Wirtshaus komm ich heraus,
Strasse wie wunderbar siehst du mir aus, &c.
(Straight from the Inn step forth,
Street, how curious thou doest appear!)"

and having occasional rows with policemen and narrow-minded "Philister," where his long house-key does its pacifying work. But roughness of this kind, which was very characteristic in the life and manner of the student at olden days, is disappearing more and more. Culture and civilisation has abolished the long "mediæval" hair, the dressing gown and the open front skirt. The modern German student is quite the gentleman "comme il faut" much to the distress of the

Professor who raves in his lecture:—

The clumsy youth, who walks about shy and awkward, as the real son of nature, I prefer to the eel-like gentleman, who behaves and is dressed like a commencing diplomatist or like a successful "commis-voyageur," for, I fear him to be a "man of the period," an empty-head, who crouches down where authority moves and, who will never develop into a proper individuality and personality, and will never have his own independent opinion. When I see the perfect "grandezza" with which these young gentlemen introduce each other, I should think they were already real "Geheimräte" (Privy Councillors), not "Komilitonen," (fellow-students) not free citizens of a democratic community.

But one thing has remained of the former "barbarism" that is the "drinking fashion." Tacitus says in his "Germania" c. 23: *adversus sitim non eadem temperantia; si indulseris ebrietati, suggerenda quantum concupiscunt, haud minus facile vitiis quam armis vincentur.*

The German student still sings:—

"Des Abends spät, des Morgens früh,
Trink ich mein Glas Crambambuli, &c.
(Late at night, at early morn
I drank my glass of punch.)"

Deprive him of his beer and he shrivels up like a jelly-fish taken out of the water and left on the seashore. He is always thirsty and always drinks, "noch einen," (yet another). Being once with a young Scotch student in the society of several German "Burschen" we soon sat down at a big oak table, a large jug with the foaming beverage before us, the Scotchman excepted. "Don't you want beer," I asked him. "No, thank you, I am not thirsty." "Ich habe keinen Durst" replied the foreign youth. A tremendous laughter broke forth. Was it possible a student having no thirst!

"Much has been written against the so-called Früh-schoppen, (drinking beer in the morning) as it stupefies the mind and makes the student unfit for any work. But, to be just, I must remark, that a great many students now-a-days

having achieved the end he set himself to achieve he stopped. He is a failure because he has not done his utmost:—

The low man seeks a little thing to do,

Sees it and does it:

This high man, with the great thing to pursue,

Dies ere he knows it.

That low man goes on adding one to one,

His hundreds soon hit;

This high man, aiming at a million,

Misses an unit.

Now consider the case of the high man, the man who is 'aiming at a million.' He has set himself an unattainable ideal and at the end of his life he is apparently a failure, but in reality his failure is an evidence of a nobler struggle than the victory of the lower man:—

For thence,—a paradox

Which comforts while it mocks,—

Shall life succeed in that it seems to fail:

What I aspired to be,

And was not, comforts me:

A Brute I might have been, but would not sink
In the scale.

All I could never be,

All men ignored in me,

This, was I worth to God, whose wheel the
pitcher shaped.

C. H. PAYNE.

(To be continued.)

KOLAR SCHOOLS.

The Kolar District has an area of 3,059 square miles. Its greatest length is from north to south about 55 miles; and from east to west, though an equal distance may be measured between the furthest points, the general configuration is narrow, measuring in some parts about a third of its length, except towards the west on which side it is bounded by Bangalore and Tumkar Districts. It is surrounded by the Madras Presidency on the other three sides; Salem on the south, North Arcot on the south and the east, Cuddapal and Bellary on the north. It has a population of 591,030 of which 51,612 are returned as urban and 539,418 as rural. There are in the whole

District 264 Government educational institutions with 9,382 boys and 1,441 girls. 155 private institutions with 2,096 pupils are also reported to exist.

In the present article a few salient features of the village schools only will be noticed, and all schools of a higher grade such as Anglo-Vernacular, Kannada and Hindustani Taluq schools and Sanskrit schools omitted altogether. As stated above, the rural population of the District numbers 539,418, of whom 272,306 are males and 267,112 are females, and the village schools mentioned above are devoted to the benefit of these. The average number of square miles to a village with one or more public institutions is 16, and the average number of square miles to a village with a private institution is 25, giving an average of 10 square miles to an institution of either kind. The population of school-going age of the whole District taken at 15 per cent. of the total population amounts to 88,654, of whom 44,648 are males and 44,006 females. The number of pupils actually attending schools are according to the last year's report 13,147, of whom 11,667 are males and 1,480 females giving a percentage of 26.13 of male, 3.36 of female pupils attending schools to the total population of school-going age respectively.

Government has established 228 village schools for the special behoof of the rural population. Kannada and Hindustani are the two languages prescribed to be taught in these schools. There is also a Mahratti school in one village of the District which is mainly inhabited by the descendants of old Mahratta Sardars who served in the Military department of the Local and British Governments. Tamil is taught in two mission schools established at the Gold Fields, both of which institutions are aided by Government. Seeing that out of 591,030 inhabitants the mother-tongue of 343,538 inhabitants is Telugu, the present Deputy Inspector of Schools brought the fact to the notice of Government, and the Kannada language since October 1892 has been added to the curriculum. Government has late-

FROM OUR UNIVERSITY
CORRESPONDENT.

CAMBRIDGE, September 1895.

The universities have lately been in the happy position of having no history. At Oxford there has been absolutely nothing happening, except the visit of the Extension Students, and the delivery of a few more or less interesting lectures. At Cambridge the Long Vacation term has run its usual uneventful course; but though this term is of extreme importance to those hard-reading men who avail themselves of it, it generally affords very little to chronicle. Fewer streets than usual have been open to traffic, owing to the energetic efforts of the sanitary authorities to remedy the disgraceful state of affairs that has so long prevailed in this enlightened town. Under these circumstances, your correspondent finds himself almost in the position of Dean Swift, when for want of any other subject he was reduced to writing on a Broomstick. A few isolated dons, ex-dons, and graduates are the subject we are reduced to writing upon.

The death of Dr. Thorold, Bishop of Winchester, has been followed by the translation to Winchester of Dr. Randall Davidson, of Rochester. To succeed Dr. Davidson, Dr. Talbot of Leeds has been appointed. The Vicarage of Leeds is now almost a recognised stepping-stone to the Bench; but Dr. Talbot had marked himself out for promotion long before, when, as Warden of Keble College, he showed an ability and vigour which laid the foundation of the success of the College. I can remember well how years ago he stood out among the crowd of Heads of Colleges. Few men in Oxford were more justly popular. He will make a good, and probably a great, Bishop.

In speaking of an Ex-Head of a College, I am reminded of the step which Exeter College is taking. In accordance with a scheme which is not yet carried through, but which will doubtless be ratified before long, no Head, or as the name

is, Rector, of Exeter will be allowed to retain the headship after the age of seventy-five, unless a two-thirds majority of the Fellows regard his retention of office as essential to the well-being of the College. Otherwise, he retires on pension. Similarly, no tutor will retain his post after sixty-five. Those who remember the proverbial longevity of Heads, and can recall certain definite instances of that longevity, will doubtless regard this change as an excellent one. I am speaking from memory, but was not Hawkins appointed Provost of Oriel by Newman's influence in 1831, and was he not alive in 1883? The duties of the post were performed by the Vice-Provost. As for Routh, how many expectant successors did he not disappoint by his cruelly patriarchal length of days? According to some authorities, he lived for years on oranges, having heard that they promoted longevity. But there is probably no necessity to have recourse to the orange theory. A Head's life is just of that vegetative kind which is most favourable to the evolution of Methuselahs. 'In my college,' said the Warden of—once, 'I really can find nothing to do. The tutors look after the Latin and Greek, the Dean after the chapels, the undergraduates after themselves, and all of them after the Warden.' With this superabundance of anxious care, it is no wonder that the Warden still survives. But the fact that after a certain number of years he will be superannuated, unless his presence is considered necessary to his College, will doubtless be a strong inducement to him to attend vigorously to its interests, instead of vegetating as so many do now. On the other hand, it is easy to recall the names of some Heads who have wearied of the *dolce far niente*, and have sought more active fields elsewhere.

The publication of the Oxford 'Greats' list, which generally takes place about the middle of the Long Vacation, marks the last act in the old academical year. One or two names are of interest. Last month I told you that Mr. Phillimore of Christ Church had been elected President of the

throughout the lighter branches of labour in this country; it is the natural result of the equality of the sexes in the schools and of competition in the labour market; and we may, with certainty, count upon its further extension.

The other Government Report is that of the Science and Art Department, which spends some £700,000 a year in promoting the teaching of science and drawing in public day and evening schools, in the support of various Museums, and so forth. It is doing much to fender education less bookish, is laying more and more stress on good methods of teaching and study as distinguished from the mere acquisition of facts, and is adopting a more severe, but not unfair, standard of attainment in its examinations. Consequently there is a falling off in the number of examinees—but the loss in quantity is accompanied by an advance in the quality of their work.

The Annual Report of the London School Board Inspectors, Instructors and Examiners is full of interesting matter. The work of the Board is enormous, dealing as it does with a population exceeding that of either Scotland or Ireland. Consequently it undertakes much work of a pioneer or experimental character. We read of classes for teaching cookery, the products being sold as dinners to very poor children at a low price, but such as to more than cover the cost of materials; of special classes for the blind, for the deaf and dumb, and for exceptional children who are unfit for the ordinary schools; of laundries to which the children bring the clothes from home week by week; and of some 20,000 children receiving practical instruction in wood working of a simple character, such as is calculated to make the children handy and useful, and at the same time afford a relief from ordinary school work. Besides the regular work required by Government from all schools, the London Board has Pupil-Teachers' Centres or Schools, which the young student-teachers attend for several half-days per week, in alternation with the work in the schools; it

has several Truant-Schools, where unmanageable and very irregular children are subjected (for a few weeks) to a most beneficial and helpful course of life and it is now making the experiment of a Day Industrial School, where 'difficult' children will be kept for the whole of each day—being fed by the Board—and allowed to go home only for the night. There are strong objections to the scheme, yet a somewhat even if not reactionary Board deems it necessary to try what can be done with the worst class of London children, without having recourse to the non-expensive and prison-like Truant School.

How much effect the work of London School Board will have in a few generations upon the 'rough' element in London it is impossible to forecast in any degree; some are hopeful, others despondent; but there can be no doubt that in this unwieldy and overgrown city there is a very large number of people who would be a credit to no society on the face of the earth, and that never were such efforts being made to raise them as at the present time.

OUR BOMBAY LETTER.

September 1895.

The discussion of the two proposals of the Hon'ble Mr. Justice Ranade, referred to in my last letter, occupied two sittings of the Senate. The first of these proposals was to the effect that candidates failing at any University examination but obtaining in any subject at least forty-five per cent. of the aggregate marks obtainable in that subject should be excused from examination in that subject at any subsequent appearance in the same examination. The second proposal required that in the Arts' course the three examinations necessary before graduation should be reduced to two and that the Syndicate should be requested to propose such a re-distribution of the subjects in the present Arts' course as might be necessary in consequence of such reduction in the number of examinations.

ly notified in a circular order dated 27th June last that Telugu should be taught in the Districts of Kolar, Tumkur and Chittaldrag, if the parents of the boys desire it. Since Kannada is the Government vernacular and as such, the only Indian language laid down to be taught in Government schools, the Deputy Inspector of Kolar made stringent enquiries before recommending the introduction of Telugu into the Vernacular schools. It was pointed out to the inhabitants that Kannada was the language of the Government and that all Government records of taluqs and villages were in that language and that a Police Constable's report or an application for a piece of land was required, to be written in Kannada and therefore that it was quite sufficient if their children learnt the language taught in Government schools. But the uniform reply received from those people was that "they did not want their children to follow these occupations, but wanted them quietly to follow the occupation of their parents whatever it was, whether commerce, agriculture or any other industry, adding that the only use they made of their school learning was to keep their household or shop accounts, to correspond by means of letters and to devote occasionally their leisure hours to the reading of religious works such as portions of Ramayana, Baghavata, &c., and that for all this Telugu was their language. On further enquiry, he also found that even those people whose mother-tongue is stated to be Kannada and who number 176,406 according to the last Census reports, were all using Telugu for the said purposes.

Since the inauguration of the Hobli or Village school system in 1868, the Government has gradually been occupying the field previously left open to a variety of private enterprises. Prescribing one uniform curriculum for the whole province, it has been trying its best to impart elementary education in the three Rs with the addition of such subjects as it found necessary and possible to teach within the limited time a child

is expected to remain in such schools. To judge of the suitability of this curriculum to the general wants of the public, the castes and occupations of the people of the District have to be considered.

Castes.	Population.	Castes.	Population.
Kahatriyas ...	1,807	Tailors ...	574
Mahratta ...	4,640	Weavers and dyers..	8,621
Vakkaliga (agricul- turalist) ...	163,160	Washermen ...	10,327
Tigala (gardeners). ..	10,156	Shepherds ...	35,304
Lingayat (cultiva- tors) ...	1,421	Cowherds ...	20,022
Koracha ...	3,321	Oilpressers ...	5,790
Lambani ...	751	Potters ...	3,963
Brahmin ...	23,325	Salt workers ...	3,122
Lingayat priests ...	3,347	Fishermen and boat- men ...	3,917
Satani ...	1,937	Toddy-drawers ...	1,700
Digambaga (Jains)..	584	Leather workers or Madigas ...	39,600
Temple servants ...	605	Holeyas or Parichas.	57,657
Natura or dancers and singers	768	Woddars or earh workers and stone dressers ...	23,090
Banajiga (traders)..	36,296	Hunters, fowlers, &c.	47,329
Komati ...	8,890	Disreputable classes.	2,660
Lingayat (traders)..	6,139	Tumblers and acro- bats ...	629
Nagarla (traders)...	3,004	Mahomedans of all sects ...	31,760
Modali ...	714		
Goldsmiths ...	8,973		
Barbers ...	8,559		
Blacksmiths ...	659		

Several minor castes numbering below 500 have been omitted in the foregoing table. The occupations of all these classes may be broadly classified as follows:—

1. Agriculture ...	186,108
2. Different professions ...	31,939
3. Traders ...	55,079
4. Artizans and village menials ...	208,998
5. Minor artizans, &c. ...	73,173

As education is considered the most potent instrument for improving the condition of the people, the Government has the Department of Public Instruction as one of its limbs. But the opinion is not unfounded that under a system which prescribes but one monotonous course of general studies for all schools without any practical or scientific education, the great mass of students who quit the schools of the lower grade established by Government go out into the world with a vague smattering of the very elements of knowledge, and even that is forgotten soon afterwards. The result is that the products of these schools, not having had any useful knowledge or information of any kind, are found more unpractical

condemn excessive drinking and lead a sober and sensible life. Drinking, the Professor says, is not to be one's proper object, but only a means and ingredient of the overflowing spirit of youthful life, &c. He who drinks thus, will never become a drunkard.

One of the most striking, and at the same time most agreeable features of German student life is the prominent part which music plays in all its phases, grave and gay. On all occasions when German students meet, they sing, and they generally sing well. Nor is the pleasing accompaniment of the piano wanting. And no special celebration would be complete without the aid of a smaller or larger band. The funeral of a student is at all times a grand sight, but it remains for ever impressed on the memory by the recollection of the solemn strains of the magnificent hymn:—

"Es ist bestimnt in Gottes Rath.
Dass man vom Liebsten, das man hat musz
scheiden."

"'Tis foreordained in God's decree,
We from our dearest that can be, must part."

Therein we recognise the deep religious feeling, which lies at the bottom of the hearts of the German people. Then again a strong feeling of sturdy patriotism and love of the fatherland is manifested in all the students' gatherings. The manly tones of:—

"Deutschland, Deutschland über Alles—
Aber Alles in der Welt
Germany, above all in the world."

or
"Alles schweige, jeder neige erusten
Tönen nur sein Ohr."

"Be silent all, only to earnest themes let
each incline his ear;,"

plays an important part in moulding the minds of the young defenders of United Germany. And it is one of the most satisfactory features in our modern history, that the poet's dream of unity, sung by students, when it was but an aspiration, has now become a realised fact. But not only does the student sing at times of mourning or patriotism. As he tramps gaily along the banks of the Rhine, knapsack on back, he shouts "An den Rhein, an den Rhein, zieh

nicht an den Rhein! To the Rhine, To the Rhine, go ne'er to the Rhine," or he merrily trolls, "Studio auf einer Reis," &c. Happy is the lot of the foreign student who can obtain an invitation to the farewell "com-mers" of some famous "corps." There he will hear student's songs of all kinds and he will return to his native land, feeling that in the musical department, there is room for the development of his student life at home. Patriotism and bacchanalian fervour are not dormant qualities in the British Isles, and in the course of time we hope to see the student's songs of England, Scotland and Ireland increase in number with a peculiar national flavour about them. The student's national anthem "Gaudeamus igitur" is now acclimatised in all countries, and we trust that other songs will be similarly copied and universally used.

So far we have dealt only with the vocal music of the German student. Training in instrumental music, however, forms part of the early training of many young Germans. Piano accompaniments are therefore the rule when vocal music is enjoyed. But on great festive occasions, the aid of violin, cornet and double bass is not neglected, and the trumpet and drum give pomp to student processions. When the "Rector magnificus" of any University is installed, it is customary to have an excellently organised torch light procession. Then the "corps student" appears in all his glory. With his long Jack boots, his white buckskin breeches, his gaily coloured sash and his pretty cap, with a rapier by his side and mounted on a steed, he is indeed a splendid sight, as we saw him not long ago standing before the grand old Chancellor in "Friedrichshuh." If his position is more humble, he sits in a hired vehicle drawn by one or two horses, or walks quietly on foot. After parading through the principal streets, the procession defiles into some great square. And there the torches are all flung into a heap, to form a huge bonfire. Round it, the radiant students with lusty voices sing, Gaudeamus igitur, and after giving hearty cheers, depart to their respective corps and club quarters to finish the night in the usual time-honoured fashion.

OTTO DELFS.

Both these proposals were the outcome of the discussion which followed the Vice-Chancellor's Convocation Address last year, in which attention was drawn to the great and increasing mortality among the graduates of the University. Mr Justice Ranade ascribes this evil to the strain of studies, and the object of his two proposals was to lighten the burden on the candidates. The Syndicate having set its face against these proposals and declined even to refer them to the Faculties for opinion, Mr. Ranade and his supporters had to make a special requisition for a meeting of the Senate for the consideration of these proposals.

The first proposal was taken up for discussion on the 6th instant. The honorable mover, though evidently in a feeble state of health and labouring under the further disadvantage of extremely impaired vision,—a misfortune which he feelingly said he had brought upon himself by his ambition in his student-days to do the work of a year in three months—made a very exhaustive and exhausting speech with the aid of the printed proof-sheets he had in his hands and contended for the recognition of the principle that students who had once successfully passed in any subject should not be compelled to pass again in the same subject. He asserted that there was no novelty in this suggestion, as the principle had been to some extent already recognized by the University not only in the First LL. B. Examination in which candidates who had passed the B.A. with Roman History and Roman Law were exempted from examination in these subjects, but also in the B. Sc. and L. C. E. and other examinations. But in urging this point the learned speaker entirely lost sight of the fact that allowing such a concession in one examination to those who had passed another examination was quite a different thing from allowing the same concession to those who had failed to pass. The object of University examinations is not merely to find out whether a candidate is well-up in a certain subject or not

but also to test whether his mental calibre is such as to enable him to master several subjects at the same time. It would never do to allow a candidate to pass in English one year, in Sanskrit the next year, and then in Mathematics, and then in History, and so on.

Mr. Ranade brought forward some laboured statistics to show that in the Matriculation and other examinations candidates making a second or third attempt often failed in the very subject in which they had previously passed; but these statistics did not show what percentage of marks they had passed with. It is difficult to believe that a candidate knowing a subject so well as to obtain so many as forty-five per cent. of the aggregate marks in it would fail in the same subject the very next year without totally neglecting it or that he would have to strain very hard to pass again in the same subject.

The Hon'ble Mr. Justice Ranade having sat down, the Rev. Dr. Mackichan, Principal of Wilson College, rose to move that the meeting should pass to the next business on the Agenda paper, taking pains to assure the meeting at the same time that he was not antagonistic to the resolution of Mr. Justice Ranade. But the motive of the reverend gentleman was much too transparent and the Hon'ble Mr. Mehta lost no time in pointing out that the effect of Dr. Mackichan's motion would be to uncereemoniously dismiss the proposal without a definite expression of opinion. Mr. Mehta's speech in defence of the proposal seemed to echo the sentiments of the well-known lines of Bickerstaff, often wrongly attributed to Kemble:—

"When late I attempted your pity to move,
Why seemed you so deaf to my prayers?
Perhaps it was right to dissemble your love,
But why did you kick me downstairs?"

This timely interference of Mr. Mehta, who is a sort of *deus ex machina* not only of the Municipal Corporation but also of our University,

rescued Mr. Ranade's proposal from the ignominy intended for it and the further discussion of the matter was eventually postponed to the next meeting of the Senate.

The second proposal of Mr. Justice Ranade was discussed at an adjourned meeting of the Senate held on the 13th instant and notwithstanding the powerful advocacy of the Hon'ble Mr. Mehta it was lost by six votes, 37 members voting in its favour and 43 against it. Almost all the European members and all Parsee and Native members who had anything to do with education voted against the proposal. And for very good reasons. The avowed object of the proposal was to lighten the burden on the candidates, and yet the effect of it would have been to make the burden much heavier than it is. The supporters of the measure seemed to think that to complete a heavy course in two stages was easier than to complete it in three! They might as well say that three meals a day—breakfast, tiffin, and dinner—are too great a burden on the stomach and so to lighten it the same quantity of food should be consumed at two meals only! Or they might argue that giving a horse 9 lbs. of gram divided into three feeds daily is too much, and so 4½ lbs. should be given twice a day to lighten the burden! It would have been inexplicable what could have led a sensible man like the Hon'ble Mr. Ranade to bring forward a proposal obviously defeating its own object, had not some of his supporters let the cat out of the bag. It appears that the real object of the advocates of the measure was not to stop with this proposal but to go a step or two further if it were carried, and to ask for a considerable reduction in the number of subjects prescribed for the B. A. course and also to agitate for the lowering of the standard for admission into the College of Science, the present standard being the Previous Examination.

The Hon'ble Mr. Justice Ranade and his friends are so carried away by their notions of over-

strain on the candidates that they are evidently determined to go any lengths in favour of "lowering the fences" as the *Times of India* puts it. But what would be the value of a University degree if the unfit as well as the fit could obtain it? And has it been proved beyond question that the strain of studies is really so great as it is represented to be? I for one very much doubt it. If candidates are foolish enough to try to do the work of a year in three months and if there is a breakdown in consequence, how can University studies be held accountable for it? It is this besetting habit of postponing work to the last term that tells so much on the health of our candidates. If two years are allowed for an examination, nearly eighteen months are more or less wasted by more than fifty per cent. of the candidates and the whole burden of work falls on the few remaining months. Other causes also lend their aid to undermine the constitution of Hindu graduates. Their prejudices being overcome by education and the means of gratification being brought within their reach by improvement in their circumstances, not a few of them eat and drink to excess and freely indulge in pleasures to which they were total strangers in their parental homes. And they seldom take any bodily exercise to work off the effects of such over-indulgence. Their days are spent in laborious mental work in the pursuit of their callings and in the discharge of public duties and their evenings are spent at their clubs in convivial excess. If an attack of fever or any other malady supervenes in such circumstances, they are entirely at the mercy of their women-folk who in their ignorance and superstition have recourse to any but the right measures to bring about a recovery. Proper medical help and change of air and other means of improvement being thus out of the question, it need not cause any surprise that so many of these educated young men succumb to the very first serious attack of illness and die in the full prime of life.

In the course of the discussion on the second proposal of Mr. Justice Ranade, one of the speakers—a very popular professor of Wilson College, whose acquaintance with the graduates of other Indian Universities is evidently limited and who seems to think that all his own geese are swans—took occasion to remark that in his opinion the graduates of the Bombay University were far superior to those of Madras and Calcutta, but he was promptly disillusionized by the Hon'ble Mr. Mehta who in the course of his speech paid a well-merited compliment to the Madras graduates that contribute such able and thoughtful articles to your *Review*.

H. E. Lord Sandhurst presided at the annual distribution of prizes to the successful pupils of the Bishop's High School and St. Mary's Girls' School at the Connaught Institute, Poona, on the 12th instant. The Rev. Mr. Bruce-Horne in reading the annual Report made special mention of the fact that His Excellency's father, Sir William Mansfield, was one of the founders of the Bishop's High School. Mr. Macnee, who has been headmaster of this school for a series of years, has brought it to a high state of efficiency. St. Mary's Girls' School is also very favourably reported on by the Hon'ble Mr. Kirkham.

The Committee of the Sir Charles Sargent Memorial Fund has decided to expend a sum not exceeding Rs. 3,500 on a portrait of Sir Charles to be presented to him in the name of the citizens of Bombay and to make over the balance of the subscriptions, after deducting necessary expenses and the expense of an illuminated copy engrossed on vellum of the resolutions passed at the public meeting, to the University of Bombay to form the nucleus of a University endowment fund bearing the name of the retired Chief Justice.

H. E. Lord Sandhurst in conferring, by command of Her Majesty the Queen, the insignia of a Knight Grand Commander of the Most Exalted

Order of the Star of India on His Highness the Raja of Kolhapur in public Durbar at the Council Hall, Poona, on the 18th instant, referred to the circumstance of His Highness being President of the Deccan Education Society and took occasion from it to make a declaration of his future educational policy. His Excellency said that it would be his best endeavour to assist elementary education, to interest the lowest classes in it and to point out and emphasize its necessity. The Governor then exhorted the assembled Chiefs and Sirdars to assist him in placing female education on a firm basis, remarking that in the West every child has the chance and right to be educated and that the advantage of such education for girls is a sacred duty. But while advocating the claims of elementary education for boys and girls alike His Excellency took care to assure his hearers that he had no desire to place higher education in the background but that if it in any way wanted support he should gladly stimulate it.

By the promotion of Mr. W. Lee-Warner, M. A., C. S. I., late Resident of Mysore, to the Political Secretariat of the India Office, this country is deprived of the presence of one of its most capable administrators and best friends. His connection with education commenced on his appointment as Acting Director of Public Instruction, Berar, just three years after his arrival in India some twenty-six years ago. In 1882 he was appointed a member of the Education Commission, in the work of which he had no inconsiderable share. It is said that no less than a third of the ponderous Report which that body has contributed to the educational literature of India emanated from the facile pen of this accomplished scholar, who has since then further distinguished himself in the field of literature not only by the publication of that masterly work "The Protected Princes of India" but also by a long series of very able and original articles and lectures on subjects like "Indian Public Opinion,"

Union; his name now appears in the first class of the Classical Finals. Several names, familiar in athletic circles, fill different places on the list. G. S. Robertson, who has for years been victorious in his 'event' against Cambridge, is in the first class; A. D. Kelly, R. W. Rice, B. K. R. Winkinson, and C. B. Fry, all of whom are well-known athletes, come lower down. The women, as usual, take a far less prominent place at Oxford than at Cambridge. There is but one name, and that in the third class. Why there should be this marked difference it is difficult to say.

I spoke last month of the appointment of Mr. W. R. Hardie as successor of Mr. Goodhart as Professor of Humanity at Edinburgh University. Another still more famous post has recently become vacant. Mr. Masson has resigned the chair of English Literature. It is gratifying to think that those powers which gave us the monumental *Life of Milton*, and more recently have brought out the great edition of *De Quincey*, will not be lost to the world; but the place which Mr. Masson has filled so ably for so many years will know him no more. The vacancy has brought forth nearly as many suitors as the fame of *Portia* brought to Belmont; and for the same reasons, for it is 'fair' and 'richly left.' The following is a list of some, and only some, among the candidates: Mr. Thomas Bayne, Mr. Churton Collins, Mr. W. E. Henley, Mr. Eric Robertson, whom you in India will know of, Mr. Walter Raleigh, Mr. George Saintsbury, and Mr. Charles Vaughan. The emoluments are twelve hundred a year with a pension on retiring. Among such candidates one little envies the selection committee; and far be it from me to prophesy whom they will choose. If an Englishman is chosen a new record will be created; and possibly the electors, bewildered by their *embarras de richesses*, may find it a simplifying process to adhere to the old custom, and choose a Scotchman once again.

The next scholastic year will see many changes

among the Headmasters of schools. Some time ago I drew your attention to the appointment of Mr. De Couley Laffan to succeed Dr. James at Cheltenham, on the latter's advancement to Rugby. Now I have to write of the successor of Mr. Laffan at Startford, who is the Rev. E. J. Houghton, Headmaster of Bromsgrove School, and late of Christ Church. Mr. Bayfield, so well-known for his scholarly editions of the *Ion* and other classics, has left Christ College Brecon for Eastbourne, and the Rev. R. H. Chambers of Brighton College takes his place. Rarely indeed has a year started with so many changes. The inevitable election of Mrs. Bryant to follow Miss Busb at the North London Collegiate School, which I anticipated sometime ago, will hardly seem a change to many.

Two events of national importance call for special notice here as affecting education. The general election has left us with a Tory majority, and with Sir John Gorst as Minister of Education. Sir John is a distinguished University man—he was third Wrangler in 1857—he is one of the members for Cambridge University, and he is a man of well-known originality, independence, and culture. Without committing myself to the expression of any political opinion, I may be allowed to declare my belief that in Sir John Gorst's hands both higher and elementary education will not suffer. This is a field in which contentious political questions need not intrude; and the general hope is that the Tories will pursue their policy of 'gentle and solid home reform' within its limits.

The death of Professor Huxley is also a national event; but it concerns us here as the death of a member of the Senate of London University. Huxley was not himself a University man; he would not have been the Huxley we know if he had been so; but he made no worse a governor of a University on that ground; and his successor will not easily fill his place. After a fairly severe contest Mr. Napier was elected to succeed him.

Among books that have lately appeared there are very few of such a specially University character as to call for notice here. I may however mention Professor Ramsay's work on Phrygia, and the Rev. R. B. Gardiner's publication of the registers of Wadham College, as falling in my domain. After the issue of last month's *Idler* I need have no scruple in revealing what has long been an open secret, that the author of the *Prisoner of Zenda* is an Oxford man. Mr. Anthony Hope Hawkins, as reported in the *Idler*, does not seem to think he owed much of his peculiar literary success to his Oxford training; but the skilled eye can hardly fail to trace the Oxford influence on every page of his work. As President of the Union he doubtless learned some of that skill in verbal fence which he has put to such use in the *Dolly Dialogues*; and his *Balliol essays* must have taught him style.

For the next month we shall remain in much the same condition of dead-aliveness as we are in at present; after which there may possibly be something thrilling to write about.

OUR LONDON LETTER.

LONDON, September 6th, 1895.

There is little or nothing of interest to note in the doings of the past month in this country. But as this is the end of the educational year with us there is some activity amongst those who have the organisation and supervision of schools in charge, and so we naturally have a crop of interesting reports on the various branches of work; and I propose to notice the main features of these, in so far as they are likely to interest your readers.

First in importance is the Annual Report of the Education Department, a Government Office superintending the Primary Education of some five millions of children in England and Wales, and of about a quarter of a million young people who have left the day school and now attend evening 'Continuation Schools.' The total popu-

lation now amounts to about thirty millions; so that one-sixth is the proportion attending primary public schools. (Of course in addition to these there is a large number of children of the middle and upper classes under tuition in private schools). This number is larger than that for the previous year; and the regularity of attendance is better, (one and a quarter millions being present the required number of times). As regards cost—which is also increasing—each of these four and a quarter millions represents an expenditure of over £2, being under that sum in Voluntary Schools and much above it in the smaller number of Board Schools. Of this total expenditure about £1 is contributed by Government for each child; the rest is made up in the case of Voluntary schools by voluntary contributions and school-fees; in the case of board schools by a public rate. The greater expenditure in the latter schools is due to the higher salaries paid to teachers, the better equipment of the schools, and cost of management—which in Voluntary schools is done gratuitously. In London, for example, the average salary of the Board teacher is actually double that of the Voluntary teacher. This, however, is a very exceptional case. There are many small village school boards where the utmost niggardliness is practised in every department. A very noteworthy feature in the Report is the displacement of men by women teachers. Since 1880 the percentage of female teachers and pupil teachers has increased from 67 to 80. This may seem serious for the men; but it should be borne in mind that of the three departments in each complete school—boys', girls' and infants'—the latter two must, and part of the former may, be in the charge of females; and where boys and girls are taught together, a mistress is perhaps preferable. If, further, we consider that a woman is expected to do as much work as a man and for a much smaller salary, and that she is considered to be better adapted for dealing with young children we need not feel any surprise at these figures. The same process is observable

"Public Criticism," &c. In 1885 Mr. Lee-Warner had a short spell of office as Director of Public Instruction, Bombay, in the absence of Mr. Chatfield on leave, and he made the most of it by doing his best to give effect to the recommendations of the Education Commission. He was also instrumental in establishing the now defunct "Bombay Educational Union," an Association which did good service to the cause of Education during its brief existence. Mr. Lee-Warner's out-spokenness in his public utterances and the scathing and merciless criticism to which he subjected the ravings of self-interested public agitators caused his motives and character to be misunderstood and he was some years ago one of the best-abused officials in this Presidency. But those who have had the good fortune to come in personal contact with him know very well that far from being in any way unfriendly or unsympathetic he had the best interests of the country he served always at heart and that though he was "lofty and sour to those that loved him not" "to those men that sought him" he was "sweet as summer."

THE ENGLISH LANGUAGE AND ITS UTILITY.

The foremost place in the curriculum of higher education in India is given to English not only because the study of this language is valuable intrinsically but also because it is the medium of higher instruction in all branches of science. The reason for this is apparent. The vernacular languages of India are, in comparison with English almost without literature and without scientific vocabulary, except Sanskrit which is a dead language. He who confines himself to Sanskrit thereby limits his knowledge and culture to a stage reached hundreds of hundreds of years ago; but the literature of the English language represents the progress of civilization of thought up to the present time. Besides the

essential value of the study of the English language arising from the contents of its literature, there is an accidental value that it is the language of the present rulers of the country and consequently the language in which the work of Government is conducted. He who desires Government service must, therefore, know English. In the same way it is the language of commerce and of the chief professions such as Law, Medicine, Engineering, &c. A merchant who knows no English must either limit himself to local trade or must employ some one who knows English to carry on that part of his business. Lastly, there is the value of English as a mental discipline. The mental discipline of a language depends upon the exactness with which it can represent or express every shade of thought and variety of mental operation. It is generally admitted that the English language in this respect stands second to none among modern languages.

A SPECTATOR.

Reviews and Notices.

- (1) *The Kindergarten at Home. A Practical Handbook*, by EMILY A. E. SHIRREFF, President of the *Froebel Society*. Fourth and Cheaper Edition. Demy 8vo. Illustrated. Price Three Shillings and Sixpence. London: Abbott, Jones & Co., 4, Adam Street, W. C.
- (2) *How to Teach the Babies*, by JAMES BAILEY, Headmaster, *Southland Training College*. (A Manual of Infant School Method) Third Edition. Price Two Shillings and Sixpence. London: Abbott, Jones & Co., 4, Adam Street, Strand, W. C.

(1) This is a charming book by a charming writer. Moreover it is written by one who is a professed authority on the subject. Miss Shirreff has spent a life-time in England in forwarding the cause of the Education of Women and in disseminating a knowledge of the principles of Kindergarten among the little ones during a long period of nearly forty years. Her work 'The

which have recently been the subjects of enquiry would have been speedily removed or would never have come into existence if the Council had met more frequently and had discussed every matter of general interest to the college. The Director regrets that the college Calendar has not been re-issued since its first appearance in 1891. The Director concludes his review by saying that, though the Principal and his colleagues deserve credit for the generally favourable working of the College as far as the University examinations are concerned, more frequent interchange of views on the part of the members of the staff and more hearty co-operation for the general good of the college are needed if the institution is to maintain its standing and prestige.

THE Sixth Anniversary of the Hindu Theological High School was held in Pachaiyappa's Hall on Saturday the 7th of last month before a crowded audience. The Hon'ble Mr. Justice Subramania Iyer, C.I.E., Dewan Bahadur, occupied the chair. The proceedings of the meeting commenced with the reading of the Headmaster's Report which showed that the school continued to increase in popularity. After some recitations in English and Sanskrit, the prizes were distributed to the successful students. The Chairman next addressed the meeting at considerable length. In a fine speech he urged the establishment of schools in which religion and the respect for religion would be inculcated along with secular education. While there were schools in the Presidency to which people who sought knowledge for purposes of livelihood could resort, there was a sad want of schools where people could go for learning the truths in their own language and religion, and where they would also come under the beneficent influence of Western Science and Literature. Until wealth, he said, which in this country flowed into the old and accustomed ways of charity, was drawn in the direction of educational endowments the hope of the country seemed very small.

MR. J. E. BUDGETT MEAKIN, Special Commissioner of the National Press Syndicate, who has been touring in India, delivered an address on the "Future of India's Young Men," in the Anderson Memorial Hall on the 24th of last month. The Hon'ble Rai Bahadur P. Ananda Charlu presided on the occasion.

MR. G. BICKLE, Registrar of the University, having resigned his appointment, the Senate of the Madras University will, in November next, elect a Registrar for a term of 5 years, commencing from the 1st of March 1896. The salary of the appointment will commence at Rs. 600 per mensem and rise by annual increments of Rs. 50 per mensem, to Rs. 800 per mensem. The same person will be eligible for re-election, and in the event of his being re-elected, the salary will continue at Rs. 800 per mensem. The Registrar will be required to devote his whole time to the duties of his office and not to absent himself without the permission of the Syndicate. Applications for the appointment should reach the Registrar not later than the 1st November next.

WE have noticed with great pleasure the good work that the Presidency College Literary Society has been doing of late. On the evening of Monday the 16th September last, a social gathering was held under its auspices in the Presidency College Hall, at which an interesting programme of music, recitations and speeches was very successfully gone through. In the music portion, among others, Messrs. G. H. Stuart, A. A. Hall, and Seshagiri Sastriar took part. A few of the past and present students of the Presidency College displayed before the audience their musical and histrionic faculties. The Secretary of the Society, in behalf of the members, thanked Mr. G. H. Stuart and Dr. Elliot, who were leaving the institution (the former on leave, and the latter owing to the return of the permanent incumbent), for the help they had rendered to the Society. Mr. Stuart and Dr. Elliot replied in suitable terms. Mr. J. H. Stone, the President, made a few remarks, after which Mr. S. Sathianadhan proposed a vote of thanks to those who assisted in the musical portion of the programme. In the course of the speeches, the necessity of closer intercourse between the teachers and the taught was emphasised.

WE are pleased to learn that a sum of ten thousand rupees left by the late Mr. Ramanuja Chariar, Pleader at Chingleput, for charitable purposes, has been given to the Native High School, Chingleput, by the brother of the deceased.

At a public meeting held in the Danish Mission Reading Room, Popham's Broadway, on the 11th of last month, Dr. J. R. Henderson, Professor of Zoology at the Madras Christian College, delivered an interesting and instructive lecture on the subject of Fossils—What they are and what they tell us. Dr. W. H. Wilson, Professor of Chemistry, Presidency College, took the chair.

In reviewing the last annual report of the working of the Kumbakonam College, the Director of Public Instruction notices with regret the marked fall in the strength of the College classes. The poor results of the Matriculation Examination of the recent years must no doubt have contributed to this state of affairs; but the chief factor is that, attracted by the superiority of instruction in the first-grade colleges in Madras, which are well equipped and provided with a strong staff of European professors, a large proportion of students passing the Matriculation and First in Arts Examination from the district proceed to the metropolis to complete their studies. The Director thinks that, under these circumstances, the Government will hardly be justified in maintaining a first-grade college at Kumbakonam unless it is well attended and unless the fee-income pays a fair share of the charges. The results of the public examinations were below the average for the Presidency and did not compare favourably with those of the previous year. Out of 29 who had appeared for the English Language Division of the B. A. Examination of 1895, as many as 23 were

placed in the third class, and none in the first class. This result shows that some steps should be taken to put the teaching of English on a more efficient footing. Speaking of the time-table appended to the report, the Director observes that some of the Assistant Lecturers do not seem to have had enough work to do, and requests the Principal to report whether the time-table may be recast with a view to efficiency, or, whether, if the college is over-staffed any reduction in the number of Assistant lectureships may be effected with a view to curtail the cost to Government on the institution. The report under review is on the whole far from satisfactory, and we hope the authorities responsible for the management of the institution will spare no efforts to improve the strength, efficiency and popularity of the College.

THE current year's Inter-School Gymkhana Competition, Mangalore, is proposed to be held in October and December next, on the following dates:—October 10th to 17th, Cricket; 30th, Gymnastics; 31st, Athletic Sports; December 23rd & 24th, Lawn Tennis. The interest on Rs. 825 invested as the Gymkhana Fund, becomes due only in March next; and there are no funds now to meet the expenses of the coming competition. About Rs. 150 are necessary for the present for this year's competition; and in order to keep the Gymkhana Fund on a permanent and independent footing, at least Rs. 1,500 more, are required for investment. Ladies and gentlemen interested in Gymkhana, are therefore earnestly requested kindly to respond to the appeal, and forward their subscription to the President, District Board, by whom the amounts received, will be duly acknowledged.

THE fourth anniversary of the Literary and Debating Society, St. Joseph's College, Trichinopoly, was held on the evening of Wednesday, the 11th September, in the College Theatre Hall with the Rev. Dr. A. Jean, S. J., D. D., F. M. V., in the chair. After the reading of the Annual Report by the Secretary and an essay on Shakespeare's Coriolanus by the Vice-President, the recitation of selections, humorous and tragic, began. The declamation by a student of the Senior F. A. Class of a piece entitled 'The Fatal Sneeze' elicited repeated applause. The intervals between the recitations were enlivened by music played on the harmonium by the Rev. A. Haas, S. J., Ph. D., Professor of Science in the College. The Chairman expressed his sympathy with the Society and his satisfaction with its working. He also expressed his satisfaction with the working of the Tennis Club attached to the Association.

THE inaugural meeting of the Madras Andhrabhashojivini Samajam was celebrated in the Presidency College Hall, on the 28th of last month with the Honorable Rai Bahadur P. Anantha Charlu, B. L., in the chair. Kokkonda Venkataratnam Pantulugaru delivered a very interesting and learned lecture on the 'History of Telugu Literature.'

A LECTURE was delivered on the 20th September, under the auspices of the Pachaiyappa's Literary Society by Mr. Glyn Barlow, on "Personality and Poetry," with Rev. F. W. Kellett in the chair. In the course of his address, the lecturer said that an attainment of the power to write in elegant language and a knack for metrical English were not sufficient qualifications for a poet; the other thing needful was a character and a warm enthusiasm that could put life into lifeless beauty of syntactical materialism. All the English poets, and, indeed, all the poets of the world, were full of personality; and in well nigh every case it would be found that the most personal parts of works of poets, and the personal parts of their poems, in particular, were the most beautiful of their works. The members of the Literary Society, who might be looking forward to producing work one day of their own, should look to it that they were not only training their minds but their characters too. Besides working at their books they should try to get into the way of admiring anything beautiful that the world had to show. The Chairman in concluding expressed a hope that they would take home the lessons impressed upon their minds by Mr. Barlow, that talent and literary knack and skill was nothing, but that the most important thing was character. Though they might not have the knack or charm of Goldsmith or the power of Milton, or the all-embracing genius of Shakespeare, yet he hoped they would tread in the ways of those who had learnt by toil and experience to exercise self-control, and they would at least, if not great poets or great writers, be good men. Mr. A. J. Cooper-Oakley proposed a vote of thanks to the Chairman and the Lecturer.

THE Rev. E. M. Macphail, M. A., B. D., of the Christian College, delivered a lecture on the 17th of last month on "Bi-metallism" to the members of the Presidency College Literary Society in the College Hall. He explained to the audience clearly what was meant by bi-metallism and what the proposals of those who advocated it implied, and pointed out the reasons why it was being brought out so prominently at the present time. He also indicated the advantages its supporters claimed for it, and laid before the audience the chief criticisms of the system with the answers its advocates made in its defence. The Hon'ble Mr. G. L. Chambers, remarked that the paper of Mr. Macphail was an excellent one, and was likely to be highly appreciated, not only by educationists, but also by the merchants in India. A vote of thanks to the Chairman and the Lecturer brought the meeting to a close.

THE following extract occurs in the Annual Report read at the recent prize distribution of the Tinnevely Hindu College by its Principal, Mr. Edwin Winckler, B. A. "It will be noticed that in the College Department, out of 76 boys, we had only three free scholars, and when I say that I mean that it is literally true. We do not keep in this institution two or three fee-books, one for the Inspector, one for somebody else and one for ourselves. Here if a boy

Kindergarten at Home' has long been recognised as a standard work, and the Publishers now offer it at a price which puts it within the reach of most teachers—certainly within the reach of every Normal School library. As President of the Fröbel Society, Miss Shirreff has displayed much ability and much enthusiasm—with the consequence that the Certificates offered by the Society are eagerly sought after by mistresses, but are only obtained as the result of the candidate attaining a high standard of proficiency. We have noticed that some of H. M. Inspectors of Schools in England are of opinion that trained Kindergarten mistresses do not teach the subject better than many who have not been trained. And we quite believe that any mistress with love for her work can equip herself thoroughly by mastering the peculiarly fascinating and lucid exposition of the Kindergarten contained in Miss Shirreff's book.

One would think that in these enlightened times it would be superfluous to preach the importance of the principles of Kindergarten. Fortunately it is so in most enlightened countries; but not so, unfortunately, in India. The instruction given in our Normal Schools and Colleges needs to be more thorough and systematic. So far as Normal Schools for male teachers are concerned we can vouch for it that in most cases there is only a pretence at teaching the system to those who are supposed to teach it when they leave the Normal School. As a rule, there is no one competent to teach the system, and the apparatus, though so little costly, is generally most defective. We are convinced that the Kindergarten, if properly and systematically taught, would go far to remedy some of the striking defects in the Indian system of Education.

(2) This is a less pretentious book than Miss Shirreff's, and is written with the practical object of serving the purpose of a guide and text-book for the elementary school mistresses working according to the Code of the Education Department. It deals less with principles, therefore, than with facts and hints which will greatly assist the Infant school Teacher in complying with the requirements of the Code. But although written with this special object, it will be found to be almost equally serviceable to teachers in this country. It contains some useful Notes of Lessons on the subject.

The Anglo-Oriental Series of English Readers. The Primer. The First, Second, Third, Fourth and Fifth Readers. The Middle Readers, Parts I, II, III, by J. C. NESFIELD, M. A., late Direc-

tor of Public Instruction, N.-W. P. and Oudh. Macmillan & Co., Bombay, Calcutta and London, 1895.

The retirement of Mr. Nesfield has removed the occasion for the storm of indignation which passed over the N.-W. Provinces and Oudh. No official recommendation is now given to these books, and consequently their merits stand a better chance of being recognised than they had a year or two back. Merits undoubtedly they have. The books have been specially prepared for India by one who has had much experience of the needs of children and students in this country. The principles on which the Primer is based are sound; though we take exception to the very first sentence in the Preface. "In learning to read and write any language, the first things to be mastered are the *names* of the letters, the *forms* of the letters and the *sounds* of the letters." Now, so far at least as children are concerned, we believe that in learning to read a new language, no importance need be attached to mastering the *names* of the letters. On the contrary, we believe that much mischief is done by teaching the *names* first, and the *sounds* after. Mr. Nesfield himself proceeds to say, "Indian students have no difficulty in learning the names and forms; but they have much difficulty in learning the sounds." He does not seem to see that the practice of teaching the *names* first puts a stumbling-block in the way of the young pupil and so far increases his difficulty of acquiring the sounds. In our own experience we know of a case where a sharp but sickly little fellow of seven was taught *ab initio* to read English fluently in three months, although he could not *name* a single letter and therefore could not *glide* run through the alphabet. However, we forgive Mr. Nesfield the more readily because, although he has made a statement which runs counter to the experience of practical teachers, he makes amends by giving due importance to phonetic principles in the body of his book. But even here his arrangement is not good, for many letters, such as *w* are introduced long before their sounds are explained, as with *w*, the sound of which is explained on page 26, although the letter appears repeatedly at the beginning of the book. In teaching to read phonetically no letter should be introduced the sound of which has not been carefully explained and in which the pupil has not been exercised.

The English Readers have much to recommend them. They are very well graduated; particular attention is given to pronunciation; the subjects in many cases are specially adapted for Indian children; the illustrations are excellent and such

mately octavo sized pages (exclusive of diagrams) are sufficient to contain in fairly large print all that Mr. Sinclair has to say on the various subjects treated of.

Science Readers, by VINCENT T. MURCHE, Book IV. Macmillan & Co.

We have not seen the first three numbers of this series of which the present volume forms the fourth and we are not able in consequence to judge of it as well as we otherwise might. It would seem to supply the wants of children who have already mastered primary lessons in object-lessons and who have begun to understand the number of ramifications there may be in Science. The author is evidently impressed with the necessity for plenty of variety and in the first 50 pages we have short-disquisitions on Cohesion, Solids, Liquids and Gases, Our Bodies, The Woody Stems of plants, Capillary Attraction, More about the Skeleton, The Oak Stem Joints, Properties of Bodies. How the Bones move, The Oak and the Fir (a comparison) and Gravity. Gravity is explained as follows, "There is a force which acts from the centre of the earth, and draws all other bodies towards that spot. We call this 'gravity.'" Now admitting fully that this looseness of definition is perhaps all that children can be called upon to grasp we think that instances of this kind show how wise is the teaching of the Education Department in England in its circular on object teaching (recently reproduced in this *Review*) on the question of the instruction afforded by (1) observation of the object itself; (2) giving information about the object. Why attempt to instruct children in and give them definitions of Gravity and such like until they are old enough to take up the subject scientifically? Again we see that "eudogen means growing outwards" as opposed to "endogen which means growing from within." We think a child would find it difficult to draw a distinction. On the whole however the book in the hands of a judicious teacher might be used with much success as it has been put together in such a way as to arouse interest, and this is a great point. The teacher might find it advisable, however, to alter the arrangement a good deal, and not follow the book chapter by chapter.

A Prose Anthology, by JOHN BRADSHAW, M. A., LL.D., and C. M. BARROW, M. A., Madras: V. Kalyanaram Iyer 1895.

We took up this book at random in a moment of listlessness and were soon wide awake and thoroughly interested. Not including extracts from the Bible and Prayer Book we can here make short acquaintance or renew old friendship with 82 authors from Sir Thomas Malory and Sir Philip Sidney down to Oliver Wendell Holmes. The extracts are necessarily very short but a good deal can be got into 565 pages of small print, though quite clear and easy to read. The selections are not claimed to be the finest passages in English Prose, they are only put forward as fine passages, and so all ground of contention is removed. We congratulate Mr. Bar-

row on the way in which he has generally followed and carried out Dr. Bradshaw's original plan. This is an admirable book to take up at odd moments, and as there is plenty of it it will last some little time.

Educational Intelligence.

MADRAS.

THE Director of Public Instruction, in reviewing the report of the working of the Presidency College for the official year 1894-95, regrets the inadequacy of the present accommodation and trusts that the college buildings now under construction will soon be completed. Two large lecture rooms are needed for the B. A. English classes, and proposals for the erection of such rooms are under consideration. The College was 427 strong, excluding the 7 M. A. Scholars, as against 418 on the 31st March 1894. The growing tendency on the part of students to take three instead of two years for their B. A. course is satisfactory, for the result will, the Director thinks, probably be that our future graduates will be men of higher attainments than heretofore. The Director notices with regret that no particulars have been given as to the number of candidates who sought admission into the several classes and the number actually admitted, as such information would be helpful in determining the full extent to which the college is sought. Of the 338 students in the B. A. classes, 51 belonged to Native States and other Presidencies and 287 to nineteen districts, Anantapur, Kurnool, and the Nilgiris not contributing any student. It is worthy of note that, while Madras and Chingleput sent 23 and 15 students, respectively, Vizagapatam, Godavari, Kistna, Tanjore, Trichinopoly and South Canara sent 91 students on the whole, though one or more first-grade Colleges are at work in each of those districts. Speaking of the results of the University Examinations, it is observed that in the Language Divisions of the B. A. Degree Examination, especially in the English Language division, there was a deterioration, only 62 per cent. of the examinees in English having passed as against 83 per cent. in 1892-93 and 69 per cent. in 1893-94. This is to be regretted, particularly when the facts that not a single student passed in the 1st class and that 49 out of 77 that passed were placed in the 3rd class, are taken into consideration. Paragraph 4 of the report gives the distribution of the students in the B. A. classes according to the optional subjects taken up. Of the 129 Students in the Junior B. A. class, as many as 26 or over a third, selected History, 27 Mathematics, 26 Mental and Moral Science and 20 Biology, the fluctuations under History and Mental and Moral Science being very marked. It is matter for great regret that only 3 students took up Chemistry and 7 Physics as against 15 and 14 in 1894 and 17 and 29 in 1893. Turning to the work of the College Council, the Director is not satisfied with the work of this part of the College organisation, as during the year it met only twice. Several of the defects

is not a free scholar: he pays full fees. We have no Convent. Sliding Scale of half-free and quarter-free. It is a cause of great satisfaction to me that when a boy does come for admission here he comes without the faintest hope of ever being able to strike a bargain with me about his fees, and I think this is the right and true principle: for it is wilful deception to train a boy into believing that in the hard work-a-day world into which he must enter by-and-by, he will ever get a good thing for nothing. I claim that here boys are given a right training to fit them for the struggle of life. Besides this, I think that those boys who are excused any part of the fees they ought to pay naturally undervalue the education they receive and become lazy; and, of course, the results in the Public Examinations are affected, my experience (and that now extends to 22 years) has been that free scholars are *not* amongst the hardest workers.

MR. LEE-WARNER, Esq., delivered an able address on the occasion of the last Anniversary of the Central College, Bangalore. He began his address by pointing out the high importance of higher education in India. He next asked the attention of his hearers to Primary education. "If your political programme," he observed, "reaches that advanced stage to which your Congress movement looks forward so fondly, primary education will have an exclusive claim on your attention." In the course of his speech he noted with regret the fact that in the statistics of the report read on the occasion a few trades were shown, for, as a matter of fact, he thought, that as a source of wealthy employment they were left untouched. He next urged in enthusiastic terms the value of the study of history. He next pointed out how important and indispensable it was that a good vernacular literature should be cultivated. "If we are here able to teach your thoughts and ideas that are useful to every man, we want you to endeavour to transmit that knowledge to your countrymen. No political programme is of the slightest use to you without the masses behind you, and if you are to have their sympathies, you must educate them carefully to realise your own aims and objects."

THE Calicut School of Commerce, the Report of which for the first two months of its existence is before us, was established on the reduction of the local Training College, in order to impart instruction up to the Intermediate Standard in Book-Keeping, Commercial Correspondence, Banking, Commercial Geography, Shorthand, and Annuities and Life Insurance. The institution was opened on the 1st of February last under the able management of Mr. K. Subramania Iyer, B. A., LL. B., and before the end of the first week the number of admissions reached the fairly large number of sixty-nine. There are ordinary classes for students who, being unemployed, can afford to give their whole time to the study of commercial subjects. The morning classes from 7 to 8 A. M. are intended for such Government

officials and mercantile clerks as cannot leave office before 7 P. M. The night classes from 6 to 7 P. M. are held for the convenience of such officials as leave office before 6 P. M. Special classes are held from 8 to 9 A. M. and from 1 to 5 P. M. for the benefit of students who, having previously acquired some knowledge of one or more commercial subjects, wish to study them further. There were 119 admissions and 28 withdrawals during the period under review; there were 121 pupils on the rolls on the 31st March last, of whom 13 were Eurasians, 9 Native Christians, 2 Mahomedans, 10 Brahmins, and 87 Non-Brahmins. The youngest of these was 14 years old and the oldest 45 years, 13 students being over 30 years of age. As to the occupation of the students, we are told that thirty of the students are unemployed, 17 are pupils of other institutions, 9 are teachers of Primary and Lower Secondary classes; 20 are employed in private and mercantile offices; one is from the Municipal office; and the rest are Government officials. The Headmaster of the Institution has delivered a series of public lectures at Calicut and elsewhere on the scope and utility of commercial education for the purpose of popularising commercial subjects and enlisting the sympathy and support of the official and mercantile classes by bringing prominently before the public the kind of work that is being done in the school. In reviewing the Report, the Director of Public Instruction observes, that, judging from the number of admissions and the warm interest evinced by the leading gentlemen throughout Malabar, the school bids fair to have a prosperous career in the future.

BOMBAY.

MR. JUSTICE JARDINE succeeds Dr. Bhandarkar in the Vice-Chancellorship of the Bombay University. No one who knows anything about the qualifications and temperament of the Vice-Chancellor elect, observed the *Times of India*, in announcing the appointment, needs to be told that he is in all essential respects well-fitted for this honourable and responsible post in the Government of the University. He has evinced an active interest in the work of the University for many years. He has served it as Examiner, as Syndic, and as Dean of the Faculties of Arts and Law. The man who, in the waste places of Burmah, was able to rear so valuable, if tentative, an educational fabric as the Board of Education of that Province, has something upon which he may base his claim to be considered a practical educationist. His love of learning occasionally breaks out in strange places, but in the Vice-Chancellor's chair it will never be out of place, and what the Bombay Law Reports may lose in this regard the University's Convocation Addresses will certainly gain.

MRS. T. B. KIRKHAM has accepted the post of Honorary Secretary of the National Indian Association.

as will appeal to Indian children; while the type, material and binding are such as Messrs. Macmillan have given us almost a right to expect from them. The three Middle Readers, being intended for older students, are not illustrated; though we think that would have been an improvement. Together they form a good anthology of English prose and poetry, the subjects selected being such as to make the students acquainted with the best English authors. But the selections are by no means confined to English writers. Many of them are illustrative of the folklore of different countries and of the manners and customs of the East. Each volume has an Appendix of Notes sufficiently explanatory of the words, grammar, and construction of the text.

Wé-than-da-ya, A Buddhist Legend from the Burmese, by L. A. Goss, Senior Inspector of Schools, Burma. The American Baptist Mission Press, Rangoon.

We have received a copy of the above book for review. It is not a literal translation of the Burmese version of the Pali Text, but is, as Mr. Goss calls it, a sketch. The story relates to the great Renunciation, and is very interesting, as in it lie the main principles of Buddhism.

The story is a favourite one with the Burmese, and has often been dramatised. In these dramas, although great liberties have been taken with the text, still the chief incident, *viz.*, Buddha's trial, is religiously adhered to; and a drama founded on the story of *Wé-than-da-ya* never fails to attract a large and appreciative audience. The chief reason for this is that nearly every Burman is acquainted with the story, for this classic is taught in almost every school and there are very few Burmans indeed who have not received some kind of education. This is due to the Pongyi-choungs where the poorest Burman may receive sound vernacular instruction for nothing.

Mr. Goss, who is an accurate Burmese scholar, translated the *Wé-than-da-ya* some ten years ago. He has not kept closely to the text, but has, from the materials afforded him, framed a short and interesting account of Buddha's Renunciation. With such a noble example ever present to their mind, it is not to be wondered at that the Burmans are both liberal and unworldly. If a Burman ever does acquire wealth, his sole aim is to build with it a temple, a pongyi-choung or a *Zayag*. The country is covered with such buildings, though unfortunately most of them are in a sad state of disrepair, for no one but the donor may repair them or the glory accruing to the giver will be lessened.

Mr. Goss's book ought to be better known here in India than it is, and we hope that most of our readers will invest in a copy. The price is not stated, but it cannot be much as the book does not cover more than a hundred octavo pages.

We hope that Mr. Goss will at no distant date give us another of these translations, for the reading of this one has afforded us much pleasure.

Hereward the Wake 'Last of the English,' BY CHARLES KINGSLEY. Abridged Edition for Schools. London: Macmillan & Co.

The Lances of Lynwood, BY CHARLOTTE YONGE. Abridged Edition for Schools. London: Macmillan & Co.

We can strongly recommend these two nicely bound and beautifully printed and illustrated School Edition of two famous historical stories. So far as the abridgement is concerned, we can vouch for it that the thread of each story is unbroken, while much has been omitted that would be unsuitable for children. The story of 'Hereward the Wake' is too well known to need any words of ours to recommend it. The less known story of 'The Lances of Lynwood' gives a thrilling and instructive account of the adventures of a young gentleman at the time of the Black Prince. It will go far to supplement and confirm a child's knowledge of that period. Well-known historical characters are delineated with Miss Yonge's best efforts. If teachers or managers of schools are thinking of adding to the stock of books in their school libraries and do not already count these two books in their catalogue, they cannot do better than make good the omission by adding them forthwith. Indian schoolboys and students read too little of imaginative yet healthy literature.

Chemistry Notes, BY ROMILLY H. INGRAM, B. Sc. Second Edition, Mission Press, Mysore, 1895.

'These notes are intended to help Matriculation students in their study of the difficult subject of Chemistry, and as a companion to Roscoe's Primer (which it is intended to be) they are all that can be desired. The language is simple and clear and the treatment thoroughly systematic and consistent. "No subject that does not receive at any rate some mention in the primer is introduced here," says the author in his preface. We think however that the book might have gained in completeness without losing in consistency if the author had taken Roscoe's primer as a guide rather than as a limitation. The theory of atomicity which gives such interesting signifi-

cance to chemical formulae might well have been introduced and the properties and uses of some more substances commonly employed in the arts would have greatly added to the usefulness of the book.

These notes assuredly do not possess what the author calls "the doubtful honour of being a cram book." And the student whose ambition it is to learn from them in the eleventh hour just what *pays* in the examination and nothing but that, is certain to meet with disappointment.

Lectures delivered on behalf of the Madras Presidency College Literary Society, 1st Series. Price Ten Annas. Madras: Srinivasa, Varadachari & Co., 1895.

We take the opportunity afforded us by the receipt of the above lectures to sincerely congratulate the Presidency College Literary Society on the success which has attended their efforts in carrying through their scheme of a series of public lectures. All the lectures are such interesting reading that they must have given special pleasure when delivered. But we do not quite see why a number of lectures on various subjects should have been bound together. It would have been more convenient to the public if the lectures had been issued separately. The following are the titles:—A neglected Field in Natural History, The Origin and Growth of Parliament, Europe in the Thirteenth Century, Nationalism and Literature, The Theory of Evolution, Professor Sir J. R. Seeley.

Some Mile Stones in the History of Tamil Literature found in an enquiry into the Age of Tiru Guana Sambandha, by P. SUNDARAM PILLAI, M. A., Professor of Philosophy in H. H. The Maharajahs' College, Trivandrum. Price Eight Annas. Madras: Addison & Co., 1895.

We are glad to welcome in pamphlet form the series of able papers on Tamil literature which Mr. Sundaram Pillai contributed recently to the *Christian College Magazine*. Like all Mr. Sundaram Pillai's work, they deserve a permanent place among those efforts which a few native gentlemen are making to elucidate the literature and history of their country. For original work of a high standard, Mr. Sundaram Pillai justly takes a prominent place. The pamphlet before us is proof that the author has worked to advantage in the neglected field of Tamil literature.

Divadkar's Drawing Series. Book A and B. Price Three Annas each. Babaji Sakhyam & Co., Bombay.

These series of Freehand Drawing consist of 15 copies each. They are well graduated according to difficulty. They have a peculiar value inasmuch as they are copied from existing Indian designs and ornamentation in stone carvings, &c. On the opposite page to the copy there is a space for the students' own copy with linear instructions. The paper is excellent.

A Science Primer for use in Lower Secondary Schools, by J. W. COOMBES, B.A., L.T., Madras: Nizamul Matabia, 1895.

We think Mr. Coombes has met a real want in preparing his booklet on science for those Hindustani boys who are not sufficiently advanced to profit by English books on the same subject. The Primer is amply illustrated, though at times grotesquely and without reference to the first principles of perspective.

Practical Projection of Maps, or how to draw lines of Latitude and Longitude, by ROBERT C. SINCLAIR. Calcutta: Thacker, Spink & Co., 1895.

The author of this little book, as a Draftsman in the Drawing Office of the Survey of India, is, doubtless, well qualified to judge of the necessity for putting into book-form the notes which in his Preface he states he has collected from time to time for handy private reference. He has put the notes together for the assistance of those who may find occasion to project a Map, and probably they will be sufficiently grateful. But we wish he had not been quite so modest, and had considered the possibility of gaining a larger number of readers, instead of appealing only to a restricted class. We wish that he had done this as we feel sure that he could then have produced an interesting little manual for the general reader, instead of the crude, dry pages before us. Commencing with Geographical Definitions, the Author goes on to Scales, some Practical Geometry, and to stating the Principles of Projections. Then we are given the principles and applications of the Projection generally adopted, namely, Stereographic, Orthographic, Globular and Equidistant, Conical and Cylindrical Developments, and the Modifications of these. The book concludes with a Chapter on the "Adaptability of the Projections to different portions of the Earth's Surface" which is intended to show which one of the Projections is best suited for the making of a map of any particular portion of the Earth's Surface; and with four tables for reference. The diagrams are very fair, and well put in on double folding sheets so that reference to them is easy, but the writing is too condensed, and hasty, if not slipshod in places, and we cannot help thinking that if more trouble had been taken the author would have produced a much more satisfactory little book. The price of the book is Rs. 2. The amount of conciseness attained may be judged by the fact that 48 octavo or approxi-

MR. JUSTICE RANADE recently delivered a lecture on Sivaji as a Civil Ruler at the rooms of the Bombay Branch of the Royal Asiatic Society. The lecture puts in a few and clear light Sivaji's claims to a leading place in the ranks of Indian rulers and administrators.

THE new rules with regard to College Fellowships in the Bombay Presidency have at last been issued. All the full-time Colleges are to participate in the bounty. The two Government Colleges are to have six Fellows each; and the Wilson, St. Xavier, Gujarat, Sind and Fergusson Colleges are to have three each. There is appended an N. B. which should not pass without note. "These rules," says the Director, "apply to girls as well as boys."

BENGAL.

A RESOLUTION was issued last month by the Revenue and Agricultural Department dealing with the recommendation of the Conference held in October 1893, on the subject of agricultural education in India. The opening paragraph runs:—The general view taken by the Government of India in the Resolution of 1894 was that greater success is to be expected from making the instructions in the rudiments of agriculture a part and parcel of the primary system of instruction in the country than from teaching it as a subject apart from the general educational programme, and that such general enlightenment and intellectual expansion of the agricultural classes as would enable them to perceive for themselves the small reforms which are within their means and opportunities would be more likely to produce substantial results than special instruction in particular agricultural processes. This view is in practical accord with the opinions expressed by the delegates of local Governments and Administrations at the Conference of 1893. In their second Resolution they recommend that as a general rule instruction in agriculture should be combined with the existing course of education, and not depend on separate special institutions. After fully discussing the question the Resolution concludes:—The Governor-General desires, therefore, that the suggestion in the Resolution of the 18th June 1888, should now be carried out, and that advantage be taken of the visit of officers. Sir E. Buck is deputed by Government to discuss the proposals of the Agricultural Conference of 1893, and to hold in each Province a Conference of such officials as the local Government may appoint, including, it is suggested, representatives of the Educational and Agricultural Departments, for the formal examination of the resolutions recorded at the fifth meeting of the Conference of 1893, with a view of submitting definite suggestions and proposals for the consideration of the local Government or Administration. The Government of India do not wish, until local Governments and Administrations have had an opportunity of recording their own views, to deal further with the specific proposals of the Conference, nor do they desire to authorize the officer deputed by them

to convey any final judgment on the issues raised. The chief duty of that officer will be to place for their information before local Governments or representatives either facts and statistics obtained in other provinces or reports of other Provincial Conferences. For the present sufficient indication has been given of the general views of the Government and of the desire of the Governor-General that the subject should be earnestly examined in the interests of future agricultural development.

NORTH-WEST PROVINCES.

THE following account of a recent examination fraud appears in the columns of the *Pioneer*. A case has just been decided at Lucknow which it is to be hoped will be a warning to that most contemptible of beings, the sneak of the examination hall. Judgment has been delivered by the Additional Judicial Commissioner of Oudh on the appeal by one Sheo Pershad, sentenced by the Sessions Judge of Lucknow to 14 months' rigorous imprisonment for having committed forgery at the Middle English Examination held at Lucknow in April 1893. Every candidate for Government employment where the pay exceeds Rs. 20 per mensem must produce a certificate of having passed this or some equivalent examination. The facts proved were, that at the close of each day's examination the candidate's answer-books, after being packed and sealed by the Superintendent, were made over for despatch to the school clerk, who happened to be an old friend of the accused. After the examination staff had left the building Sheo Pershad, with the assistance of the clerk (who was pardoned and examined as an approver), opened the packet and inserted in the cover of his answer-book the answers written by some other candidate, giving the latter his in exchange. When the results were gazetted, Sheo Pershad was found to have passed, while one Abdur Ghani, one of the most promising pupils in the same class, had failed. A scrutiny of the answer-books shewed that in each day's examination an exchange of answers had been effected, and that Abdur Ghani's answers had on two occasions been exchanged with Sheo Pershad's. The fraud would never have been detected had not the accused selected the same victim twice. The appellant's counsel endeavoured to argue that the facts, as sketched above, did not constitute the offence of forgery, but the learned Additional Judicial Commissioner, following certain decisions of the Allahabad and Madras High Courts, and disagreeing with a ruling of the Calcutta High Court, found that the offence had been committed, and dismissed the appeal.

THE term of seven years for which the Agra College was handed over to a Board of Trustees expired in June last. Raja Jaikishen Das, C. I. E., has now addressed a letter to the Trustees asking them to move Government that the College may permanently be handed over to the Trustees.

THE Physical Science Theatre of the Muir Central College was filled to overflowing on a recent occasion when Surgeon-Captain F. N. Mukerji delivered a lecture on "How to study without injuring the health," at a special meeting of the Friends' Debating Society. Dr. S. P. Roy, B.A., M.A., C.S. (England), occupied the chair. Dr. Mukerji, in the course of an interesting and instructive lecture, remarked that the average Indian student was married at the age of fifteen years, while in Europe the average age at which a young man married was twenty-five; so that during the period of the greatest physical and mental development (i.e., from the fifteenth to the twenty-fifth year) the former was miserably clogged and often crippled for his future career. Marriage during tutelage was nowhere mentioned by Mann or any other early Hindu law-giver. He had no fault to find with the food of the people of these provinces—the *dal* and *chapatis*—but the addition of a quantity of milk would make it more wholesome. The lecturer concluded by impressing upon the young students the necessity of taking plenty of out-door exercise for the proper circulation of the blood. The Chairman in a few weighty and well-chosen words ably supplemented the observations of the lecturer. Indian students, he remarked, suffered very much from want of method in their studies. In their first and third year classes at College they thought they had a good deal of time to spare and neglected their golden opportunities; but in the second and fourth years—the years of their examination—they found that the time at their disposal was too short for the amount of work they had to go through. They consequently overworked themselves, keeping up nights, without the least regard to food and exercise, and came out of the University complete physical wrecks. A vote of thanks to the chair terminated the meeting.

THE PUNJAB.

WE alluded recently to the new arrangement made for the award of the Gilchrist scholarship in the case of the Allahabad and Punjab Universities. Hitherto the claims of the candidates from both Universities have been considered together every three years. By the new arrangement the scholarship will fall to the lot of each of these Universities once in six years. It is unfortunate that the scholar recently selected by the Punjab University has had to resign it. He proceeded as far as Aden, when either his health or his courage failed him, and he returned to Bombay, telegraphing the fact to the Registrar of the University. Some years ago the Punjab scholar "turned tail" at Bombay. In future it might be well for the University authorities to pay greater attention to the physique and resolution of the selected candidate.

THE boarding-house system is probably more highly developed in this province than in any other part of India, but much remains to be done. The accommodation for College students in the capital

is quite inadequate. The Medical College has no boarding-house at all, and its students are scattered through the bazaars. The Government College boarding-house is incomplete, and there are no funds available. The Central Training College has an excellent boarding-house, the Mission College is extending its accommodation, and the Daya Nand College has a line of detached bungalows set apart for residence. The Brahmos have also opened a hostel, and there are other sectarian quarters available. Yet hundreds of undergraduates live under no sort of supervision, and there is much to be desired in the supervision of some of the existing boarding-houses. The Law students of the University have petitioned the Syndicate to establish a hostel for them; it remains to be seen whether the University will assume the new and precarious responsibility of opening and managing its own boarding-house.

THE University is without a Vice-Chancellor, owing to the transfer of Mr. Mackworth Young to the Residency of Mysore. Mr. Young's departure is greatly deplored by the educational officers of the Province. Himself a university man, he was expected to turn his attention to certain aspects of the University's affairs that have lately been overlooked. Financially the University is now on a firm footing, but this desirable result was partly secured by the cutting down of Examiners' fees, reduction in the number of scholarships, and other measures intended to be only of a temporary nature. The time has now come for reopening the question as to how far, with its improved finances, the University is prepared to restore the credit of the Arts side (from which its income is derived) even though it should be found necessary to curtail the enormous outlay on the Oriental side.

THAT the high fees charged in the Punjab Government College (to which those of the N.W. Provinces have just been equalised) have not injuriously affected that institution is evident from the fact that the number of students reading in the Lahore Government College is larger than it has been for many years, and the amount of the fees collected has risen from Rs. 2,000 to Rs. 20,000 in four years. At the same time it must be admitted that the result has been to drive many of the best students (who are usually poor) to the aided and unaided Colleges, where the fees are lower. So far, therefore, as the Local Government wished to encourage and stimulate independent effort on behalf of higher Education without injury to the Government institution the experiment of high fees has been a success.

THE Text-Book Committee of the province is wisely turning its attention to the question of providing illustrations for text-books. At present some of the Vernacular Readers contain lithographed sketches, but these are unsatisfactory at the best and totally unquitted to English text-books. Having determined to provide illustrated English Readers

present. The Government of India must know that improved methods of instruction will not affect the mass of agriculturists in India, unless the Government is willing to do more in the matter of Primary Education than it has done in the past. As things are, this Resolution is practically a declaration that nothing immediate is to be done for the agricultural classes as such, neither directly as the Government itself proclaims, nor indirectly because improved methods of general instruction, even admitting there is a prospect of their being adopted, will but slightly affect the agricultural classes.

* * * *

We are glad that the initial difficulties in the way of starting an Association of Teachers for Madras have been removed

and that the actual establishment of such an Association is now simply a matter of time. In our last issue we suggested the desirability of calling together a number of leading educationists in Madras with a view to settling the lines on which such an Association should be started. It is satisfactory to know that such a meeting has already been called and that even before its assembling it was conceded on all sides that the proposed Association should be started on a basis as broad as that for which we have contended from the first. This very desirable end has been attained by the distribution of papers which have appeared from time to time on the subject in the press. The suggestions in these papers were all more or less in harmony with regard to the main lines on which the Association should be started. This step was followed by the issue of an invitation to all Madras educationists to attend a conference or meeting at the Senate House on

Saturday, the 2nd of November. The letter was issued in the name of several leading educationists and the result of the meeting itself we give on another page in this issue. The result of the meeting was very satisfactory, for the first move towards the successful launching of the Association has been taken and the opportunity afforded for congratulating those who have directly concerned themselves in the matter. It is satisfactory to notice that from the Director of Public Instruction down there is scarcely a single voice denying the evidence for 'the desire for corporate life and action amongst the teachers of Madras' and 'that the time has arrived for giving practical effect to this desire by an attempt to form a Teachers' Guild or Association.' Having advanced so far we have no doubt as to the ultimate success awaiting the Association if only the leading educationists will continue to support it and thus give a high tone to the movement. In Madras alone there must be about five hundred lecturers and teachers who can become members of the Association. We trust that every educationist in Madras will see his way to join the Association both for his own interest in particular and that of his profession in general. The small fee to be charged can in no sense be called prohibitive. We trust that the time will soon come when each Presidency and Province throughout India will have its own Association.

* * * *

Of all the schemes which we have seen for the education and improvement of the Eurasian that which has recently appeared in the columns of the *Anglo-Indian* is certainly one of the most novel and striking. That organ proposes that there should be started an Undenominational College confined

Dr. Wilson, Professor of Chemistry at the Madras Presidency College and the doughty champion of University Reform, recently brought forward before the Senate a proposal to enlarge the Syndicate by three members. It was lost by the narrow majority of two votes. For our part we must confess that much as we are in favour of Reform we fail to see how the trivial increase of the Syndicate would materially add to its efficiency. Nor do we think that the absence of these three additional members has rendered the Syndicate 'incapable' in the past of discharging its duties as efficiently as it ought to have done. Mr. Justice Shepherd interpreted the use made of the unfortunate word 'incapable' as involving a slur on the gratuitous labours of the Syndicate, and he doubtless secured a few votes against Dr. Wilson's proposal by saying that those who voted for the proposition would be acquiescing in the charge levelled against the Syndicate. The Syndicate of the Madras University may indeed be smaller than that of any other Indian University, but we hesitate to think that this constitutes an essential difference between the Madras and the other Indian Universities. Reform is needed, indeed, but we should prefer to see such a measure of reform introduced as would be, on the face of it, more productive of good than Dr. Wilson's recent proposition.

THE MADRAS TEACHERS' GUILD.

Saturday, November 2nd, 1895, should prove an important day for the teachers of the Madras Presidency. On the morning of that day there assembled in the smaller hall of the Senate House nearly one hundred and fifty

teachers ranging from the Principals and Professors of First Grade Colleges down to the Primary School teacher. The intention of the great majority of these educationists was to perform the not easy task of converting the phrase 'The proposed Madras Teachers' Guild,' with which the public has been familiarised during the last few weeks, into 'The Madras Teachers' Guild' simply. The task, after nearly three hours' discussion, was accomplished to the complete satisfaction of those who had interested themselves in the establishment of a Teachers' Guild. Of those present no less than eighty-five signed the printed declaration form expressing their willingness to become members of the newly formed Guild. This start is a most auspicious one, and we have little doubt that by the time the Guild gets into actual working at the beginning of the next year, the number of joining members will have become considerably augmented. Thus there is legitimate cause for satisfaction, and we accordingly hasten to offer our congratulations on the success which has attended the inaugural meeting of the Guild, a success all the more pronounced because of the fatuous opposition of a small clique whose apparent intention was to wreck the whole scheme.

The meeting, though somewhat smaller than was expected, was a thoroughly representative one. Among those present were Mr. J. Stone, M.A., Acting Principal of the Presidency College, who was voted to the Chair and proved a strong and efficient Chairman under somewhat trying circumstances; Mr. A. A. Hall, Mr. H. S. Duncan, the Principal and Vice-Principal respectively of the Teachers' College; the Rev. F. T. Davies, Principal of the Doveton College; Mr. C. Paterson, Principal of the Church of Scotland Mission College; Messrs. Russell and Kellett of the Christian College; Messrs.

the Committee has to decide whether they are to be printed in England or means provided for the production of woodcuts or zincographs locally. Experiments are now being made in the Lahore School of Art and it is hoped that the Committee will soon be in a position to prepare and publish illustrated text-books worthy of comparison with those now obtained from England. Mr. Kipling's illustrations in Macmillan's English Readers for India sufficiently attest the superiority of sketches made on the spot.

FOREIGN.

FROM a report of the Technical Education Board, recently presented to the London County Council, it appears that since April last its expenditure has been £26,685. The Board's work during the past quarter has mainly consisted of the conduct of examinations for scholarships and exhibitions, and of receiving and considering the reports of the work done during the past session in the several institutions aided by the Board, and their claims for payments under the Board's regulations.

UPWARDS of 2,500 candidates competed for the 523 scholarships offered last May by the London Technical Education Board, the Draper's Company, and fifteen other educational bodies. The examination, instituted by the Headmaster's Association, is conducted by a joint scholarships committee, upon which most public bodies interested in secondary education are represented. The list last issued shows that the educational "ladder" thus provided for the promotion of promising children from primary to secondary schools is already widely recognised. The majority of these scholarships are open to pupils from elementary schools only, and the examination is specially adapted to the Education Code; but certain scholarships not thus restricted are offered at these examinations, which are held twice a year, in May and in October. These awards form a step in advance towards the organisation of secondary education, and about £10,000 a year is thus spent.

THE Trustees of Johns Hopkins University, Baltimore, have invited Sir Archibald Geikie to be the first Lecturer in Geology on a new foundation instituted by Mrs. George H. Williams in commemoration of her husband, the late Professor Williams.

A COMMITTEE for the Promotion of the Professional Education of Women has been formed in Dublin for the purpose of diffusing information as to the great advantages which the Irish metropolis offers to medical and scientific students of the gentler sex. Trinity College, Dublin, however, still refuses to admit women to the privileges of membership.

SIR JULIAN GOLDSMID, *Bart.*, M.A., has been elected to the Vice-Chancellorship of the University of London, vacated by Sir James Paget.

THE Commercial Education Committee of the London Chamber of Commerce intends, it is said, to convene a conference next month on Commercial education and examinations.

THE Annual Conference of the National Union of Women Workers will be held at Nottingham on October 22 to 25 inclusive. Amongst the readers of papers will be Mrs. Fawcett, Mrs. Sidney Webb, Miss Pycroft, Lady Battersea, Mrs. Percy Bunting, Miss Christabel Coleridge, and Mrs. A. T. Lyttelton.

MISS D'ORSEY, the daughter of the late Professor D'Orsey, who was for more than half a century before the public as a teacher of English literature and elocution, has opened a Training College of Voice and Speech.

SIR ALBERT ROLLIT asked the First Lord of the Treasury whether the Government intended, and when, to propose legislation in pursuance of the report of the University of London (Gresham) Commission. Mr. Balfour's absolutely hopeless answer was: "I am sorry to say that legislation will be impossible on this subject in the course of the present session, and I am unable to say what legislative action will be taken by the Government."

As the result of efforts now being made by an influential committee in St. Andrews, it is likely that this University town will be recognised as a training centre for elementary teachers early in 1896.

THE University of St. Andrews is building a hall of residence for its women students, on the lines of the Girton and Newnham Colleges at Cambridge and the Oxford Halls for women. Miss Louisa Lumsden (classical honours, Girton, and first headmistress of St. Leonard's School, St. Andrews) has been appointed warden of the hall. The fee for residence and board for the winter university session of six months will be 40*l.*, each student having a separate room. There will be fifteen scholarships, all tenable for three years, open to competition amongst the women students of the university entering in October 1895; these scholarships ranging in value from 40*l.* to 15*l.* annually.

Educational Notes.

IN the Oldham Board School Penny Banks the infants have got nearly £600 invested, and the older children close on £2,000.

THE results of the technical instruction in market and cottage gardening, allotment culture, and fruit-growing, which has been given at nearly fifty centres in Kent, under the auspices of the County Council, are so satisfactory that it has been agreed to increase the grant for this purpose during next session. Prizes are given for the best kept gardens, allotments, &c.

to the Anglo-Indian and Eurasian community with a standard of education equal to that of Oxford or Cambridge and conducted on lines identical with those on which the latter Universities are conducted. It is further suggested that such an Anglo-Indian College should have the right to confer degrees. The idea is a bold one, but we are by no means sure that it would be either desirable or practicable to carry it into effect. Even if we did not think it better to utilise and improve the existing Indian Universities, we beg leave to say that Universities modelled on Oxford and Cambridge are not to be called into existence at pleasure. But we do not think the Eurasian community is sufficiently influential to warrant the establishment of a University peculiarly its own. The cost, too, would be enormous, and, as it is, deserving educational institutions representing the Eurasian community find it almost impossible to make both ends meet. A more feasible and modest plan, would be to make a determined effort to improve and to place on a more solid basis those institutions which exist in the interests of the Eurasian and Anglo-Indian community. It is almost incredible that in the whole of the Madras Presidency there is not a single Eurasian and Anglo-Indian institution which teaches up to the B. A. Standard. Several, under many difficulties, teach up to the F. A. Before then we seriously talk of starting an Anglo-Indian and Eurasian University, let that community first show that it makes use of existing means to the fullest extent. The Doveton Institution in Madras by reason of its being located in the Southern capital, by its convenient position in that capital so far as the Eurasian community is concerned and better still, perhaps, by reason of the excellent

results it has achieved, might conveniently be converted into a First Grade College. A moderate scheme of endowment and free scholarships, by which this institution might be raised to a First Grade College seems to us a much more desirable and practical scheme than the establishment of an Anglo-Indian and Eurasian University. We trust that the suggestion with regard to the desirability of having a First Grade College representing the wants of the Eurasian community will be taken seriously. The chief obstacle in the way of most Eurasian students proceeding to the B. A. degree is not a mental but a financial one. The establishment, therefore, of a First Grade College on generous lines would be a step in the right direction. While we are on the subject of Universities, we may remind our readers that it is not only the Eurasian community in India which wishes a University of its own. Last month the London Missionary Society's Centenary was celebrated and one of the papers read at the Convention seriously advocated the establishment of a Christian University in India. The proposal apparently found favour with many of those present. We shall, at this rate, soon be hearing of a University exclusively for caste Hindus, another for Mahomedans, and so on. It is not by multiplying our Indian Universities, so as to represent the separate interests of each of the numerous communities in India, that we can look for increased efficiency in our University system; apart from which we fail to see the necessity for the establishment of such Universities.

The appointment of the Hon'ble Mr. Justice Jardine of the Bombay High Court as Vice-Chancellor of the University of

Bombay in succession to Dr. Bhandarkar has led the *Civil and Military Gazette* to make the very questionable assertion "that native Vice-Chancellors have not been a success anywhere in India; the experiment began in Calcutta about four years ago, and ere a year had passed, its inexpediency and futility became apparent." The *Indian Engineering* very properly denies the truth of this statement by giving the actual facts in reference to Calcutta. Mr. Justice Banerjee was the first native gentleman appointed to be Vice-Chancellor of any Indian University, that was in 1890. In January 1892 Lord Lansdowne, when addressing Convocation, said "I have to congratulate the members of the University upon the fact that the Hon'ble Dr. Gooroo Dass Banerjee has been good enough to accept re-appointment as Vice-Chancellor. He has, during the past two years, discharged the duties of his office with tact and judgment, and in a manner which has secured for him the confidence of the University. We are, I think, extremely fortunate in having prevailed upon him to accept re-appointment." Lord Lansdowne's statement and the re-appointment of Mr. Banerjee after two years scarcely tallies with the statement that "ere a year had passed its (the appointment of Native Vice-Chancellorships) inexpediency and futility became apparent." But the divergence between the actual facts and the statement of the *Civil and Military Gazette* becomes wider still. For at the end of the same year Mr. Justice Banerjee resigned and Lord Lansdowne in 1893 thus expressed himself at Convocation. "I think you will, in the first place, expect me to make some acknowledgment of the services which have been rendered to this University by Mr. Justice Gooroo Dass Banerjee, who has lately resigned the Vice-Chancellorship. Himself a Member

of the University, he has shewn himself thoroughly able to understand its wants. During his three years' tenure he has discharged with much tact and ability, the difficult duties of his office, and has succeeded in winning for himself the respect of all those with whom he has been brought into contact."

The statement of the *Civil and Military Gazette* is thus seen to require considerable modification. In reference to Bombay, we are not concerned as to whether Dr. Bhandarkar has or has not been a success as Vice-Chancellor. All we wish to say is that the appointment of the Hon'ble Mr. Justice Jardine as his successor is no proof of the incapacity of native Vice-Chancellors in general. Dr. Bhandarkar was preceded by Mr. Justice Telang whose untimely death was regretted by all, the University included. That gentleman's capacity as Vice-Chancellor we have never seen called in question, and the appointment of Dr. Bhandarkar as his successor, is proof, if proof were needed, that Mr. Justice Telang had shewn himself eminently successful as a Vice-Chancellor. That a European Vice-Chancellor should be appointed after a succession of two native Vice-Chancellors proves nothing more than that the Government is not desirous to create the impression that the Vice-Chancellorship is to be monopolised by native gentlemen. Of the three Presidencies, Madras stands alone in not having tried the so-called experiment of a native Vice-Chancellor, and it is safe to prophesy that it will be many years before that experiment is made in the South of India. But we do not think this is a matter of such grave importance as some do. After all, the Vice-Chancellorship is more ornamental than influential. The real power lies in quite another direction.

THE Bishop of Salisbury's idea that on the requisition of so many parents school boards should provide means to permit outsiders to give the desired religious instruction at proper hours, is being much discussed in educational circles at the present time, and we shall probably hear a great deal more of it in conjunction with the agitation on Voluntary schools.

SPEAKING at York, Sir George Kekewich said: "The best system of education that could be devised was absolutely good for nothing unless they had good teachers. In his opinion the future of education rested more upon the personality of the teachers than upon any other single thing. He believed that the teachers of England were working in better heart and with better prospects than ever before."

ONE of the rules of the Irish Education Department warns the elementary teacher that "he must avoid all fairs, markets, and meetings, and above all political meetings, under fear of dismissal."

CHAUTAUQUA has come of age. This gathering, which was originally a camp-meeting, held on the shore of Chautauqua Lake, became an educational assembly in 1894, and has since then been modified, developed, and imitated in numerous directions. It has lent us the idea of the National Home-Reading Union, and has borrowed from us some of the mysterious excellences of University Extension, and the more obvious advantages of correspondence tuition. Various religious bodies—notably the Jews and the Roman Catholics—have started their own Chautauquas, with modifications to suit their respective creeds; and, had there been no Chautauqua, it may be doubted if our Oxford and Cambridge Summer Meetings would have come into existence.—*From the University Correspondent.*

THE new report of the Committee of Council on Education furnishes some interesting details on the number and position of primary teachers in England and Wales. The 19,709 elementary day schools inspected in 1894 provided accommodation, in 30,033 departments, for 5,832,944 scholars, and 50,689 certificated teachers were employed in their instruction as compared with 49,340 last year. The average daily attendance in these schools amounted to 4,225,834. There were in 1894 at work in schools under inspection 28,379 pupil-teachers, 26,067 assistants, and 50,689 certificated teachers. The figures in 1893 were 27,288 pupil-teachers, 25,123 assistants, and 49,340 certificated teachers. These figures show an increase of 1,349 certificated teachers, 944 assistant-teachers, and 1,451 pupil-teachers. It should be noted also that the pupil-teachers in the first year of their service have increased from 6,375 in 1893 to 6,640 in 1894. The increase of adult female teachers recognised under Art. 68 of the Code is also to be remarked. The number of those teachers, which in 1890 was 5,210, rose in 1894 to 10,196.

ACKNOWLEDGMENTS.

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All contributions, books for Review, &c., should be addressed to the Editor, Mysore. Articles and communications intended for publication in the succeeding issue, should, as far as possible, reach the Editor not later than the 20th of the month. The Editor solicits contributions on all subjects of educational interest.

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The Educational Review.

As our readers are aware, an Educational Conference was held last spring at Calcutta under the presidentship of Sir Alfred Croft, Director of Public Instruction for Bengal. Representative men from all parts of India attended and their labours resulted in the adoption of some radical but welcome changes. One resolution adopted is calculated to effect a wholesome and complete change in the character of the instruction imparted in this country. This was no less than the acceptance of the principle that the sub-

sidy granted by Government should depend on the general efficiency of a school rather than on the number of individual passes secured by the scholars in the Annual Examination. The idea was borrowed from England where the representations of the true friends of Elementary Education has at last resulted in procuring the abolition of the payment-by-results system rigidly enforced by the Education Act of 1870. That system was responsible for the unnatural forcing of dull and backward children; for, provided a child was of a certain age and had made a certain number of attendances, he or she had to be presented in certain prescribed standards. A whole class had to be kept back for the sake of its few dull members. Yet at the recent meeting of the British Association in the discussion which followed Dr. Warner's paper on "The Mental and Physical Deviations of Children," it was stated that "one of the drawbacks of the system of payment by results was that it led to the teacher's attention being concentrated on the brighter children, to the neglect of the dull or mentally deficient." A statement further from the truth could scarcely have been made, and is

evidence that cultured men, only theoretically acquainted with methods of instruction, may wander far from the teaching of experience. As a matter of fact the one great danger which will have to be avoided, both in England and India, by the abolition of the payment-by-results system will be the natural tendency to neglect backward children. The responsibility resting on our Inspectors will certainly not be lessened by the adoption of this new principle. On the contrary, they will have to be at special pains to see that a school is really efficient and not merely superficially so. Under the old system an Inspector simply had to see how many children passed the prescribed test. Under the new he will have to gauge the general efficiency, the moral tone and discipline of a school, to our minds a much more difficult and delicate task. But, take it all in all, the new system, if properly worked, will prove to be universally superior to the old if for no other reason that it will be a check on the vicious system of forcing or cramming prevalent both here and in England.

* * * *

The Government of India have officially declared their policy with regard to the Education of the agricultural classes.

Special instruction on particular agricultural processes, it is believed, will not prove so efficacious as "such general enlightenment and intellectual expansion of the agricultural classes as would enable them to perceive for themselves the small reforms which are within their means and opportunities." There is much to recommend such a policy in this country, for experience has again and again shown the futility of thrusting on an ignorant and reluctant peasantry, agricultural reforms and improvements which they utterly fail to

appreciate, even when they have the means to adopt them. Instead of founding special and costly institutions to give instruction in improved agricultural processes, the Government look to improvement in the methods of general instruction. And we think that where the instruction has, from the beginning, been such as to thoroughly exercise the faculty of observation and to develop the faculties generally there cannot possibly be a better training for the various avocations of life. The Government of India very properly quote the late Professor Huxley on the true function of education. "A system of education which does nothing for the faculties of observation which trains neither the eye nor the hand and is compatible with utter ignorance of the commonest natural truths, may naturally be regarded as strangely imperfect." We would go further, and say that not only is such an education 'imperfect'—it is positively injurious and deprives the boy of his natural birth-right and of the best means at his disposal for successfully fighting his way through life. Fortunately, there is no doubt that in Europe a radical change is being brought about by the substitution of the development of faculty for mere acquisition of knowledge. But the Government of India must be strangely blind to facts if they imagine that there is any immediate prospect of the general adoption of such an idea in India. Many radical changes in our system of education will have first to be effected. Moreover, it is absolutely beside the question to argue that the very desirable substitution of the idea of the development of the faculties in our system of education will gradually effect improvement in agricultural method, and this for the very obvious reason that the masses of our Indian peasantry are entirely outside any educational system at

Satthianadhan and Hanumantha Rao, Professors of the Presidency College and College of Engineering respectively; Messrs. S. P. D'Sylva, Rev. J. S. Peter, Zaccheus, P. Lakshminarasu, S. Rungiah Chetty, and Mr. T. Denham of Mysore. But a special feature of the gathering was the presence of a dozen or more lady teachers, among whom were Miss Keely, Lady Principal of the Doveton Girls' School, Miss Arnold, Lady Superintendent of the Presidency Training School for Mistresses, and Miss Ive, Head Mistress of Bishop Corrie's Girls' School. These ladies are all connected with the Women Teachers' Association which has done good work in Madras and by their sympathetic, and we may add, able speeches indicated a desire to be associated with the new Guild both as individuals and collectively as represented by the Women Teachers' Association.

The following is the list of Resolutions passed in most cases unanimously:—

I. "That it is desirable that a Society of Teachers be formed, the membership of which, subject to such conditions as shall hereafter be prescribed, shall be open to all members of the Teaching Profession."

II. "That the name of the Society be 'The Madras Teachers' Guild.'"

III. "That the objects of the Guild be
(a) The improvement of methods of teaching.

(b) The discussion of all questions affecting Education and the Profession generally, and, if necessary, taking action thereupon.

(c) The promotion of social intercourse between teachers."

IV. "That these objects be sought as opportunity permits
(a) By the establishment of a Guild Room;

a Teachers' Library and an Educational Museum.

(b) By Guild Meetings, at which lectures and demonstrations on Teaching Methods may be given, professional and general educational questions discussed, and social intercourse between the members promoted.

(c) By such other means as the Guild may hereafter determine upon."

V. "That the Madras Teachers' Guild be now formed."

VI. "That a provisional Committee be appointed to draw up Rules, and consider the best means for the attainment of the objects of the Guild, and that their recommendations be submitted to a General Meeting of the Guild within one month from this date."

The passing of these Resolutions was followed by the appointment of the provisional Committee and of the Rev. F. W. Kellett, M.A., and Mr. S. Satthianadhan, M.A., LL. B., as Honorary Secretaries, *pro tem.*

The opposition, led by Messrs. Russell and Paterson, taking advantage of a legitimate difference of opinion among those present on some of the Resolutions, accentuated those differences and wished to refer the whole question of the desirability of establishing a Guild to a General Meeting of teachers. But these tactics were defeated by the commendable conduct of those gentlemen who had moved certain amendments. Rather than present a weak front to the common enemy, they heroically closed their ranks by withdrawing their amendments and unanimously agreeing to pass the original Resolutions as they stood on the paper with one single exception when the words "and, if necessary, taking action thereupon" were added to (b) of Resolution III. As resolution after resolution was passed much

enthusiasm was evoked, and when Resolution V was moved, viz., "That the Madras Teachers' Guild be now formed," there was an almost dramatic appropriateness about the occasion which could not have failed to affect those who had worked so hard to make the meeting a success.

It is gratifying to think that the Objects of the Guild are such as were recommended in the September number of the *Educational Review*. It was in reference to the resolution embodying those that a split was most to be feared. By embodying "the improvement of methods of teaching" the Guild has avoided what must be considered the essential weakness of the National Union of Elementary Teachers in England which gives no place to such an object. By including "the discussion of all questions affecting Education and the Profession generally, and, if necessary, taking action thereupon," the Guild has established itself on a broad basis and afforded a legitimate and safe outlet in the discussion of real or imaginary grievances. By embodying "the promotion of social intercourse between teachers" the Guild has wisely included a most desirable object and one which India, with its complete system of Education from the Primary School to the College, affords peculiar facilities for its attainment. The means for attaining those objects are equally satisfactory and effectual, viz., a Guild-Room which will serve the purpose of a professional Club, a Library and an Educational Museum, while the Guild meetings will afford an equal opportunity for the discussion of Educational methods and professional interests. The implicit inclusion of the whole of the Presidency in the Madras Teachers' Guild will be, it is hoped, an inducement to the formation of local Guilds and to their subsequent incorporation

in the parent Guild. That the rapid formation of such bodies will be the inevitable result of the successful inauguration of the Madras Teachers' Guild may be confidently expected. Already there are one or two such local bodies in existence, and the presence at the recent meeting of a gentleman who represented the Trichinopoly Teachers' Association, so long established and so well conducted, is proof of a desire for affiliation. May this educational precedent again set by the benighted Presidency be taken as a justification for the formation of similar Guilds in the other parts of India! Let every teacher mark November 2nd, 1895, as a red-letter day in his educational Calendar—as a day marking the beginning of a distinct epoch in the educational history of India!

THE EDITOR.

NEWNHAM COLLEGE, CAMBRIDGE. I.

The casual visitor to the ancient University of Cambridge, leaving its old grey colleges, the famed avenue of Trinity, the luxuriant verdure of the "backs," or, most attractive of all, the lawns of King's, and its bending limes whose branches throw great shadows on the long cool grass, leaving all this, and turning westward, might wonder at the irreverent freshness of Newnham's red brick. But the casual visitor does not know everything, and the students of Newnham College, who have learned in their three or four years' residence to love

"the greyness and greenness" which one of their number sang, at the same time see, beneath the untuned colour of their own college, the sagacity and devotion of her founders, whose work is commemorated once every year in February.

Passing of the Graces. As has been said before, the admission of women to the triposes had hitherto been merely informal, by the courtesy of the examiners, and the privilege might have been withdrawn at any time. This was felt by the Council of the College to be extremely unsatisfactory. The disappointment of being refused admission at the last moment after years of preparation, would have been very bitter: and though no one has ever experienced it, the vague possibility was unbusiness-like and objectionable. The friends of women's education therefore prepared for battle, and the graces granting the admission of students of Newnham and Girton Colleges to all the Examinations of the University of Cambridge, excepting that for the Ordinary or Pass Degree were drawn up. The opposition made one last tremendous effort, for every one saw that it was a crisis, a decisive battle of which the issue was still uncertain. All that prejudice and custom could do was done, men who had not voted for years appeared, and the country clergy, who were supposed to be retrograde, were summoned from the remote depths of their moral peace, to overwhelm and crush the attempt to educate women. But the struggle on that side was futile; 'the race is not to the swift nor the battle to the strong,' but the victory was in the hands of those who for twelve years had gone patiently on, disarming criticism, unmasking falsehood, and defying ridicule: who had built on firm foundations a superstructure against which the waves of human passion and prejudice might wash in vain. The graces were passed in February 1881. The day on which they were passed is kept as commemoration day by both Newnham and Girton Colleges.

For several years the life of the College went

quietly on: rumours of "getting the road" which separated the two Halls were occasionally heard, but nothing seemed to come of them. Consequently students and lecturers peacefully acquiesced in the ten o'clock rule which required each Hall to shut itself up, before one of the pleasantest hours of the day, that from 10 to 11 P. M., which was usually devoted to purposes of social intercourse, and was all the more welcome, coming as it did at the end of a long day's work.

In 1888, a new Hall, larger than either of the others, and including a beautiful dining Hall, in which all the members of the College could dine and otherwise meet together was opened, in the presence of Royalty and of some of the leading politicians of the day. But the people at whom Newnham students most gladly looked that day—and countless old students swelled the number of those in residence—were the old friends of the College, and whether or no the Visitors' names were inscribed in some book as a memorial, the names to whom the students of the College gave honour were those of Miss Clough, Mr. and Mrs. Sidgwick, the Misses Kennedy, Dr. and Mrs. Peile, and Professor Cayley. Visitors may come and go, and as time passes over the College, fresh names will of necessity grow to honour therein, but amongst the first generations of Newnham students, none will ever rank with the names of those men and women who bore the burden and heat of the day, at a time when no honour could be gained, and not a little odium was the palm of victory. After 1888, little remained to be done to make the College perfect. In less than twenty years from the beginning of their efforts, the Council of Newnham had seen their enterprise grow to success. Started in the most unostentatious fashion, and piloted with rare

the figures for the five years from 1890, we find that the successful candidates in the several Branches of the B. A. course stand distributed as follows among the three classes into which they are thrown according to the marks they get in the science examination:—

Five years—1890 to 1894.	BRANCH.	1ST CLASS.	2ND CLASS.	3RD CLASS.	TOTAL.
	I.	20	67	95	182
	IIA.	8	116	143	267
	IIB.	7	37	36	80
	IIIB.		2	1	3
	IIIC.	9	41	30	80
	IV.	9	144	316	469
	V.	10	172	196	378
	GRAND TOTAL.	63	579	817	1,459

This table shows that the contribution by the Mental and Moral Science Branch to the number of 3rd-class graduates during the five years is 316, out of a total of 469 candidates successful in that Branch. Comparing this contribution with the similar contributions made by the other two popular Branches II-A. and V., the result is that, while 51·8 and 53·5 per cent. of the successes in the latter two branches, are in the 3rd class, the percentage of 3rd classes in the former is 67·3.

Here we have three distinct indications to show that, if the public estimation of Branch IV. of the Science division of the B. A. course is unfavourable to it, it is so for proper reasons. The number of candidates it attracts, the high percentage of successes in it and the intellectually low calibre of such candidates as are successful, as proved by their being placed largely in the 3rd class, all these form proper grounds for the discredit into

which Mental and Moral Science has deservedly fallen.

Going deeper into the question, one finds indisputable facts to show that it cannot be otherwise. The curriculum of the University and the only possible way open to teachers of filling up that curriculum render it inevitable that both the instruction given and the education imparted should be of a vague, amœboid character; and the teachers themselves being invariably examiners, the standard of the examination is always on a level with the teaching. It should be distinctly understood that we blame not the teachers of the subject, nor their system of teaching, but only the groove into which they are driven by the requirements of the University which groove carries them on, whether they will or no, along a path absolutely sterile, from whatever view we may examine it. The discredit into which Mental and Moral Science has fallen is a deserved discredit, due to the positively low attainments which alone can be the outcome of the ill-advised scheme of studies prescribed in that branch by the University.

This is a bold assertion to make, considering the eminent intellects that should have been at work in devising the curriculum in Mental and Moral Science. But we make it deliberately and hope to substantiate it conclusively. The course of study in any one of the Science Branches is designed to secure a two-fold result, (1) to train the intellect of the student so as to rouse into active exercise its best powers and develop and strengthen them against the practical exigencies of life; (2) to equip the mind of the student with a certain amount of positive information in some one of the many departments of modern Science. The latter of these two results of a scientific training is, of course, subordinate

To remove prejudice is never an easy task, reason being powerless against mere feeling and custom. But nowhere perhaps is prejudice harder to uproot than in a University, responsible as it is to no outside public, and accustomed as it generally is to believe that among its own members are the men with whom wisdom will die. But after all a monopoly of wisdom has never yet been established; and it has a curious trick of shedding its light on all sects and parties.

To attack prejudice in its own stronghold was the bold step on which the supporters of women's education, in the closing years of the sixties, determined when they devised a plan of special lectures for women in Cambridge; and the step was the bolder because they were backed up by a very small section of public opinion in the country, and the comic papers were on the side of their enemies.

But despite all the forces arrayed against them, the promoters of the lectures, among whom were Mr. Henry Sidgwick, now Knightbridge Professor of Moral Philosophy in the University of Cambridge, and the late Miss Clough, won the day, and the scheme was begun in January of 1870.

But it must be remembered that university lectures presuppose earlier training, and that the Girls' Schools of those days were very different to those which now send up their most promising pupils to the University. The present writer has no desire to make out that all the schools in existence, before those of the Girls' Public Day Schools Company, were necessarily incapable of giving a sound education.

As Edmund Burke knew no method of "drawing up an indictment against a whole nation," so the method of drawing one up against any entire class is unknown: but granting that there must have been brilliant

exceptions, yet according to the late Matthew Arnold, who was reporting upon them for Her Majesty's Government, superficiality and showy accomplishments were the distinguishing marks of the vast majority of the girls' schools of England. Hence the women who attended the lectures in Cambridge were soon conscious of a need for systematic and continuous study. Home-life, with its multifarious calls, is seldom conducive to this, and out of the lecture system grew a further plan of the establishment of a home at Cambridge, where women might live, delivered from the tiresome interruptions of daily domesticity, and pursue their studies at peace during a stated portion of the year.

Miss Clough, whose exertions in the north on behalf of education were well-known, and are still lovingly remembered there, where memories are long, was invited to take charge of this undertaking, and she established herself in an unpretending house in Regent Street, Cambridge, with five students, in the autumn of 1871. No part of the town is really noisy to an inhabitant of London, or of a large manufacturing city, but still Regent Street is by no means the quietest spot in Cambridge, and so, twelve months later, Miss Clough and her students removed to a picturesque old house, on the borders of St. John's Wilderness, called Merton Hall. Only those students whose happy privilege it was to be there can perhaps adequately tell the tale of these early times; but that they

"Scorned delights and lived laborious days," is evidenced by the work which they have done since. With extraordinary gifts of sympathy and inspiration, Miss Clough encouraged young women to go forward with the business of life, and her interest never waned in the earliest members of the community

tact, the college stood apparently secure. It seemed a suitable opportunity to make sure that some at least of the Founders' names should be permanently connected with the college. To the new Hall Miss Clough's name was given. Mr. and Mrs. Sidgwick allowed the old North Hall to be named after them, and the first built of the three was re-christened Old Hall, to perpetuate the fact that it was the earliest part of the college.

In the spring of 1892, the college sustained an irreparable loss in the death of its first Principal, Miss Clough. No mere words could convey the faintest idea of her marvellous personality to any one who had not the opportunity of knowing her, but a sign of the respect which she inspired may be seen in the universal mourning of those connected with the college; and in the fact that the authorities of King's College offered that the first part of the Funeral Service should be performed in their beautiful chapel: and that all the chief representatives of the University were present, as well as the staff of Newnham and hundreds of her students. Great difficulty was found in appointing a new Principal, and once more Mr. and Mrs. Sidgwick gave up their own privacy, that Mrs. Sidgwick might, this time, become Principal.

The structure of the college has quite recently been completed and this was made possible by the acquisition of the road mentioned before, and by a large legacy to the college. The three Halls are now joined, two of them by a passage, and the remaining one is joined by the Pfeiffer Buildings, which include the Principal's apartments, students' rooms, lecture rooms, &c. The grounds have all been thrown into one, and nothing separates the students of the three halls. A tiny observatory and a chemical laboratory com-

plete the list of the buildings. It is seldom perhaps that a great revolution is so peacefully accomplished in the life-time of those mainly responsible for it.

Old students who recollect the early days of penury and pioneering may wonder at the luxury of the new generation; their electric light, their sumptuous buildings, their ever-increasing library and pictures, and the garden whose beauty grows with the passing years; but it matters little to what generation they may belong, they are unanimous in their verdict that the years of college life are among the brightest that any of them have known, and that in the varying circumstances of those years many of the weapons were found and burnished with which they in their turn may fight on. And in that verdict perhaps lies the only reward they could venture to offer to those whose love and wisdom have founded and established Newnham College.

G. E. HODGSON.

PHILOSOPHY IN THE MADRAS UNIVERSITY.

The impression is general that of the Optional Branches prescribed by the Madras University for the B. A. Degree Examination, Mental and Moral Science, which constitutes Branch IV., is not qualified either to store the mind with useful information or to give it a good training. The candidates for the B. A. Degree believe that this branch is the least difficult of all and take it up consequently in large numbers. There are nine Science branches in all, and the following table shows the distribution of candidates among them during the last five years:—

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YEAR.	I.	II-A.	II-B.	III-A.	III-B.	III-C.	III-D.	IV.	V.	TOTAL.
1891	67	138	43	...	3	18	1	124	104	498
1892	76	121	34	...	1	14	...	128	115	489
1893	64	137	36	...	2	35	...	157	163	594
1894	92	158	32	...	...	29	12	222	182	727
1895	106	200	32	...	1	30	16	212	228	825
GRAND TOTAL...	405	754	177	...	7	126	29	843	792	3,133

YEAR.	I.	II-A.	II-B.	III-A.	III-B.	III-C.	III-D.	IV.	V.	TOTAL.
1891	44.7	41.3	44.2	...	33.3	61.1	109	57.2	64.4	51.6
1892	68.4	66.1	61.7	...	100	71.4	...	69.5	51.8	64.6
1893	45.3	44.5	44.4	...	50	68.5	...	59.2	53.9	52.5
1894	39.1	29.1	37.5	...	...	79.3	33.3	70.2	65.9	54.6
1895	48.1	66	46	...	...	66.6	31.2	68.3	57.8	60.6
Total for 5 years.	245.6	247	233.8	...	183.3	346.9	164.5	324.4	297.8	281.9
Annual average.	49.1	49.4	46.7	...	36.6	69.4	32.9	64.9	59.6	56.8

From this it is evident that Branch IV., Mental and Moral Science, is the most popular of all, Branch V. (History) and Branch II-A. (Advanced Physics and Inorganic Chemistry) coming next to it in popularity. We do not say that the subject is easy to pass simply because it is popular. Popularity is, however, one indication from which such a fact may be surmised, as candidates generally care more for success in the examination than for the benefit they are likely to derive from studying the connected subjects. We shall take into consideration as well the percentage of success in this Branch and compare it with the percentage in each of the others:—

Here we have a second circumstance to show that it is the easy nature of the Mental and Moral Science or of the examination in it, that accounts for its popularity. The percentage of success in it is higher year after year than in any other Branch except III-C., and is also higher than the average for all the Branches taken together. Moreover, this percentage is not subject to fluctuations as is the case in II-A., one of the three popular branches, in which latter it went down in 1894 so low as 29.1 against 66.1 in 1892. We thus see that the large numbers who flock to Mental and Moral Science annually, are rewarded with more than the average amount of success. There is another circumstance that should also be taken into consideration. Taking

over which she ruled for so many years with a success that sometimes seemed almost miraculous. Among those students, if individual mention be not invidious, were Miss Bulley, now well-known in the journalistic world, Miss Creak, Head Mistress of King Edward's High School, Birmingham, Mrs. Alfred Marshall, better known as Miss Paley, long, and still, one of the most respected lecturers of the College, and joint author of a standard text-book on Political Economy, and Miss Vokins, Lady Superintendent of the Maharani's Girls' School, Mysore.

In 1873, the lecture system, which was of an informal nature, was put on a more regular footing by the "Association for promoting the higher Education of Women in Cambridge." The movement was still very young; an enormous mass of opposition was still in full vigour, and the pioneers could only proceed step by step with a caution which is now seen to have been as admirable, as it must then have been wearisome to the enthusiasts forced into it, often, by the untimely folly of many of their opponents. That some of those opponents were as sincere as the promoters themselves, no one probably doubts; but the rank and file of their followers resembled the rank and file of all retrograde bodies.

A difficulty in retaining Merton Hall forced the little community into a fresh move, in October 1874, and residence was begun in a house in Bateman Street. The frequent changes, and the number of students anxious to come induced the leaders of the movement to consider the desirability of erecting a building which should be permanent, and more suitable than any mere private house could be. A site belonging to St. John's College, situated in the parish of Newnham, within 15 minutes' walk of all the Colleges in Cambridge,

was rented, the building being begun in the spring of 1874; and in October of the following year the first part of what is now Newnham College was opened as Newnham Hall. The fact that, by the courtesy of the examiners, students of Newnham Hall were allowed to do the papers for the Triposes, or Examination for the Honours B. A. degree, greatly increased the number of students in the closing years of the decade, and a review of the first ten years' work must have been most encouraging to all who had had a hand in it. The Hall, at that time accommodated less than 50 students, but there were many more than that who were anxious to come and reside; consequently various "overflow" houses were rented as a temporary make-shift. Another hall was therefore begun on the opposite side of the road to the first one; the whole building was incorporated as Newnham College in April 1880, and in October of the same year the new Hall was opened as the North Hall, the first one receiving the name of the South Hall. The College at this time was capable of housing just under 100 students, Miss Clough was, of course Principal, and there was a small staff of resident lecturers. The completion of the North Hall necessitated a Vice-Principal, and Mr. and Mrs. Henry Sidgwick, whose generous support of the College can never be repaid, though it is recognized, let us hope, by all the students for whom they have so largely helped to make College life a possibility, sacrificing their own comfort as they have ever done for the College, came to reside at the North Hall, and Mrs. Sidgwick fulfilled the duties of Vice-Principal, until Miss Helen Gladstone was able to relieve her of them.

The next very important step in the life of Newnham College was that known as the

to the former, which forms the primary aim of education. This subjective utility of intellectual discipline is certainly the end, and the other, the objective utility of storing up information in it is so far as general education is concerned, only the means to it. The University's view is not, and cannot be, that its *alumni*, when they are recognized as having passed successfully through its ordeals, are armed adequately to fight out the battles of life. They have only received the intellectual preparation required for a proper grasp of the problems of life and for their true solution. The soil is turned up and manured ready to receive the seeds of practical knowledge, which may grow and fructify into worldly success. For this success, the mere discipline of the mind which the University mainly aims at, is insufficient. This discipline should be supplemented by practical information and utilized in special ways to be determined by the needs of the individual. He is in possession of the mental power which is expected to lead him to success, if rightly applied to the concerns of life. A person that takes up mathematics as his instrument of a scientific training, may for example forget, after entry into life, every detail of the information to which the mathematical reasoning was applied; Geometry may present but a blank page to him when he tries to recall in after life what he studied of it at school. But he may yet retain the habits of accurate ratiocination, of a firm hold on the premises and a strict descent to the conclusion, which a training in Geometry is calculated to impart. It is not that Geometry is of no direct practical use. But even when the individual is unable or has no occasion to apply his knowledge of Geometry to a practical purpose, there is yet

the habit engendered by its study of logical argumentation which will stand him in good stead, whatever may be the materials upon which his mind has to work. This is the goal to which the University would guide its *alumni* as the final preparation to enter upon the course of practical training, demanded by the profession the individual may adopt.

Now it is our endeavour to see how far this essential function of education is capable of being performed by the requirements of the University in Mental and Moral Science.

This Branch consists of Physiology, Logic, Psychology and Morals, to which are added a selected portion of the History of Philosophy and a selected portion of the History of Ethics. The University prescribes no textbooks in any one of these several divisions of the Branch, and the teacher and the student are left, therefore, to fill up the outline of studies prescribed by the University as best they may. And this outline is intended no doubt to define and chalk out the course so that it may not be left to the whim and fancy of the teachers and examiners. But beyond supplying the barest landmarks here and there, the course of studies as laid down by the University is calculated neither to receive uniformity of treatment from the teachers, nor to impart any information or discipline to the student. The present scheme is no doubt an improvement upon what it was some twenty-five years back. Ethics then formed one of the compulsory subjects of the B. A. course, possibly from the idea of a necessary connection between the study of Moral Philosophy and a strict adherence in practice to moral precepts. Logic and Psychology formed in those years the subjects of the Optional course in Philosophy, for such as were anxious to avoid the intricacies of Mathematics. After

this, Mental Science took up, for a time, the place assigned till then to Ethics, and a distinct impulse was given by this change to the study of the works of Dr. Bain and of his school. This substitution of Psychology for Ethics as a compulsory portion of the B. A. course, arose, very probably, from a change in the estimate of the relative value of the two sciences, the former having come to be regarded as a necessary part of liberal education, in preference to the latter. Ethics had to take the place in the Optional course till then given to Psychology. The present curriculum which came into force with the B. A. Degree Examination of 1886 shows a fresh departure in the estimate of the value of instruction in Philosophy as a whole. Logic, Psychology and Ethics with a preliminary knowledge of the Physiology of the nervous system comprise the course in this Branch, as stated above, and these sciences have thus been promoted to Optional independence, which improvement in their status has, however, deprived them of what importance they formerly enjoyed as compulsory subjects for the B. A. Degree Examination; so that a knowledge of the nature and operations of the mind, once considered an essential part of general education, is now relegated to a position of equality with a number of other sciences.

But the study of this Branch is beset with peculiar difficulties, which difficulties act with additional force because of the curriculum prescribed by the University. The one peculiarity of the sciences of Logic, Psychology and Ethics is the never-ending disputes among thinkers in respect of almost every important question in them. In Logic, for instance, Empiricists and Transcendentalists are yet waging a stout war over its "Province," even though

it is now more than 2,000 years since the dispute commenced. The nature and value of the Syllogistic argument, the difference between Immediate and Mediate Inference, the relation between Induction and Deduction—these and many other questions there are over which Logicians are found yet combating. If we exclude what may be designated the mechanical details of the subject, such as the canons, mnemonic lines, conversion, &c., we shall not be far wide of the truth if we say that there is not a single question in regard to which Logicians belonging to the opposite camps of Intuition and Experience have yet agreed or are likely to agree.

N. VAITHYANATHAN.

(To be continued).

THE ETHICS OF ROBERT BROWNING. (Concluded from page 483.)

This doctrine is such an essential part of Browning's teaching that it will be well to take two examples from his works in order to make it as clear as possible. The poem entitled *Clive*, contains a comparison between the two kinds of men we have just been considering. The man whose aspirations are confined by laws and conventionalities, and the man who allowed nothing to stand in the way of the execution of his purpose. The former man, who is the speaker in the poem, tells us that he once, during a certain campaign, was in a position where, by giving full play to his energy and courage, he might have achieved great glory, might have captured a whole province for instance, but he held back, and restrained his energy and power, in obedience to what he believed to be his duty. His conscience told him that, if he attacked this province, he would be breaking through certain moral laws which all his life he had been

a faith to be. "He at least believed in soul, was very sure of God." He saw God revealed in every object and phenomenon of nature. Nothing material existed without its spiritual side. But he had no fixed creed which defined and limited his ideas about God. All he seemed to know for certain might almost be summed up in the sentence 'God is love.' Beyond this he had no certain knowledge or belief. A state of doubt about God and religion, which is looked upon by most religious people as nothing short of a terrible calamity, was to him the very opposite. Doubt was itself absolutely essential to religion. Man's life should be a continual progress from less to more perfect knowledge, and progress in knowledge means overcoming doubt, and cannot exist without it. Faith too without doubt is inconceivable. Doubt, like evil, is all a part of the great creator's scheme. "You tell me," says Tennyson:—

Doubt is Devil-born. .
I know not: one indeed I knew
In many a subtle question versed,
Who touch'd a jarring lyre at first,
But ever strove to make it true:
Perfect in faith, but pure in deeds,
At last he beat his music out.
There lives more faith in honest doubt,
Believe me, than in half the creeds.
He fought his doubts and gather'd strength,
He would not make his judgment blind,
He faced the spectres of the mind
And laid them: thus he came at length
To find a stronger faith his own.

In many ways Browning and Tennyson were totally different, but on this point they were in harmony. The idea in the above quotation is expressed in the following lines from Browning:—

And, when doubt strikes us, thus we ward
Its stroke off, caught upon our guard,
—Not struck enough to overturn,

Our faith, but shake it—make us learn
What I began with, and, I wis,
End, having proved,—how hard it is
To be a Christian!

Again too we find the great thinker in verse and the great thinker in prose in harmony. Carlyle writes:—

"A region of doubt, therefore, hovers for ever in the background; in action alone can we have certainty. Nay, properly, Doubt is the indispensable inexhaustible material whereon action works, which action has to fashion into Certainty and Reality; only on a canvass of Darkness, such is man's way of being, could the many coloured picture of our Life paint itself and shine." Religion does not consist in knowing all about God, but in getting to know him by fighting against and vanquishing one doubt after another.

This brings us to the last point which we have room here to discuss, and that is Browning's attitude towards the progress of knowledge and science. And here it will again be instructive to compare him with Tennyson. The attitude of these great writers towards the progress of the world in knowledge, differed according to the different view which each took of life, or rather according to the different sides of human life which each more particularly contemplated and studied. Tennyson dealt for the most part with men as members of societies or communities, and his chief concern was with the progress of a race or nation, marching onwards to an ideal state, to a kind of millennium. He loved:—

To dip into the future, far as human eye could see,
See the vision of the World, and all the wonder that would be.

He looked forward to a time when science should be marvellously developed, and such progress made in politics that wars should be

no longer possible, and the science of political economy so perfect that poverty and distress should disappear:—

Men, my brothers, men the workers, ever reaping something new:

That which they have done but earnest of the things that they shall do:

For I dipt into the future, far as human eye could see,

Saw the Vision of the World, and all the wonder that would be;

Saw the heavens fill with commerce, argosies of magic sails,

Pilots of the purple twilight, dropping down with costly bales;

Heard the heavens fill with shouting, and there rained a ghastly dew

From the nations' airy navies grappling in the central blue;

Far along the world wide whisper of the south wind rushing warm,

With the standards of the peoples plunging thro' the thunder-storm;

Till the war-drum throbb'd no longer, and the battle-flags were furled

In the Parliament of man, the Federation of the world.

There the common sense of most shall hold a fretful realm in awe,

And the kindly earth shall slumber, lapt in universal law.

With such a view of mankind it is natural that Tennyson should regard the progress of knowledge as of the most vital importance; the one thing without which a perfect state of society could never be:—

Who loves not knowledge? Who shall rail
Against her beauties? May she mix

With men and prosper! Who shall fix
Her pillars? Let her work prevail.

Such is constantly the theme of Tennyson's poetry.

Browning, on the other hand, was almost entirely concerned with individual men, not with societies, or nations, or races. What he

loved to watch was not the development of a people, but the development of a human soul. Not the earthly progress of society, but the spiritual progress of an individual. Not that he took no interest in politics and social questions. He took the greatest interest in them; and was moreover a zealous patriot, and a somewhat passionate Liberal Unionist. But all such things, though of great interest in themselves, did not constitute for him the eternities of life; for spiritual progress might still go on though the progress of worldly knowledge might stop. Hence it was that he regarded such progress, social, or scientific, as of much less importance than it was regarded by Tennyson. In the poem entitled 'Easter Day' he shows that knowledge, like everything else of the world, is incapable of satisfying human aspirations:—

All still is earth's,—to know, as much
As feel its truths, which if we touch
With sense, or apprehend in soul,
What matter? I have reached the goal—
'Whereto does knowledge serve?' will burn
My eyes, too sure, at every turn!
I cannot look back now, nor stake
Bliss on the race, for runnings sake.
This goal's a ruin like the rest!

I have confined myself in this brief sketch to the ethics of Browning, as being the most important feature of his works, although there are many other subjects such as metaphysics, philosophy, or Art, about which his teaching is almost equally instructive. In addition there are a large number of poems which are in no sense at all didactic but are simply dramatic or pictures of ordinary every-day life which Browning so loved to contemplate, and into which he could infuse so much interest and beauty.

C. H. PAYNE.

THE REVOLUTION IN FEMALE EDUCATION AND ITS RESULTS.

By the force of constant iteration almost any statement comes to be accepted as truth. That the mental capacity of a woman was of a totally different order from that of a man was one of these oft-repeated statements that by mere virtue of repetition came to be an accepted fact. That there was a diversity, was, however, too potent to be ignored.

But of late years, women, by sheer force of circumstances, have been compelled seriously to consider the question:—"Does this difference lie in any fundamental natural cause, and if not, what can we do to remove it?"

After deliberate and careful consideration they refused to believe in any real inferiority of mental capacity, and the reason of the diversity they assigned to the diametrically opposed methods of male and female education. The most noticeable feature in a girl's education was her utter lack of training. It was repressive, calculated to stifle all originality of thought, no deviation from the strict line of conventionality being tolerated.

A boy's education tends to the development of his reasoning faculties, they are brought into play at every turn. The necessity for training is recognised, whether for work or sport men steadily set themselves to get a thorough preparation. This truth, that nothing can be done without a thorough and specific preparation had never been applied to women.

Here was the root of the whole matter. "Given equal advantages," women said, "we will show that we have equal capacity. These few women, scattered up and down the centuries, to whom you point as exceptions that prove the rule, prove instead that our

contention is just. They have obtained the same training as men enjoy, and thus instead of being brilliant exceptions, are merely women who set their feet somewhat in advance of fate."

Having come to this conclusion, they set to work to prove themselves to be in the right. In the course of a very few years they have entirely changed the whole system of the education of women, have obtained the advantages of technical training in almost every branch of work, and have stormed the very citadels of learning, the Universities themselves. They have clearly demonstrated that it was the opportunity, not the ability that was lacking. The long list of honours, attained in the short space of time that they have been available, is proof enough. In spite of the disadvantages arising from generations of repression, women are compelling men to look to their laurels on every field on which they compete.

A thorough elementary education is now the birthright of every girl, the foundation is well and truly laid, she may rear any superstructure her ability gives her warrant for. Education is the real marshal's baton in the knapsack.

Public opinion, which at first was in deadly opposition, has veered round, and now that women have proved their ability to help themselves, helping hands are being held out on all sides. Such munificent gifts as the Royal College for Women at Egham, bequeathed by Mr. Holloway of world-wide fame, show that if the Higher Education of Women is an experiment, it has ceased to be considered by the public a doubtful one.

A Company was started for founding High Schools in the various towns, and the faith displayed by those who invested in it in the

future of the improved methods of education has been rewarded by good dividends.

Women are now afforded the opportunities of accurately measuring themselves against men that they so earnestly desired. The London University admitted women to its Matriculation examination in 1879; and the increasing number that every year avail themselves of the opportunity thus offered, shows their appreciation of the privilege, as the places they take, the soundness of the teaching they receive. Among those who took advantage of the concession the first year was Annie Besant, so well-known now as the brilliant exponent of Theosophy.

In 1884 a statute was passed allowing the Delegates of Local Examinations "to use the several honour schools of this University (Oxford) for the purpose of the examination of women." To avail themselves of all the privileges that the Universities offered, residence was necessary, and there are now three Halls at Oxford for women students, Somerville, Lady Margaret, St. Hugh's, and two colleges, Girton and Newnham, at the sister University of Cambridge.

The Girton Girl provided a delightful subject for the cheap wit of man to expend itself upon. She was instantly set up as a favorite butt for the shafts of ridicule. She was generally supposed to be a feeble, etiolated creature, perfectly indifferent to all charms of manner and attire, whose mind, such as it was, was developed far beyond her physical strength. But she proved of far too hardy material to be snuffed out by a little laughter, and for a girl to obtain a scholarship to Girton excites now as little surprise as, and perhaps less admiration than, for a boy to gain one to Trinity.

The tennis courts at Girton can bear wit-

ness that the appreciation of a sound mind in a sound body is not confined to man alone.

But though the main battle has thus been won, all has not been coiled.

The London University, which is simply an examining board, has, as stated, admitted women to its examinations, and confers degrees irrespective of sex. Its severely high standard gives great value and distinction to its awards. Scotland was ever to the front on the matter of education, and St. Andrews confers its degree of L.L.A., gained by examination, upon women. Durham has done itself honour by recently bestowing its degree of B.Sc. on a girl. Germany is generally supposed to be behind us in the matter of the education of women, though now being roused to a sense of its duty by Fraülein Lange, the able editor of *Die Frau*. But in Germany, the University of Göttingen has lately given its degree of Ph.D. to an English girl, Miss Grace Chisholm.

In spite of this our two greatest Universities up to the present time refuse to confer their degrees on women. It may be that the injustice is more apparent than real, for the place that they are entitled to on the lists, is always announced, and to the inconsequent feminine mind, of the outsider at any rate, Miss Fawcett, who conferred honour on all her sex by coming out "above the Senior Wrangler," took a far higher place than if she had been allowed to take her place as Senior Wrangler of her year.

It cannot be that English girls are to be driven abroad to obtain the recognition due to their talents that their own enlightened land denies them. Surely Oxford and Cambridge will not much longer lag behind in this matter, and will refuse to lie under the

accustomed to regard as sacred. So he suppressed himself and refrained. Clive on the other hand, the daring man, the man whose energy and power once put forth nothing could stay, had he been in a similar position, would have burst through any conventional or orthodox rules which stood in his way and would have given his power and courage full play. Caution was the principle of the former man's life, daring aspiration that of the other. At the end of the poem we are shown a picture of the two men after the sword has been laid by. The one living in prosperity and honour, the other being hounded to death by insult and calumny. There is no question as to who has been the failure. But who has made the noblest struggle? The lower man has certainly made his hundred, but Clive with all his faults, was the man who aimed at a million. The other illustration is of a different kind, and perhaps a plainer one, taken from the poem called *Andrea del Sarto*. Andrea del Sarto was called the faultless painter. His works, as far as execution went, were perfect. Not a line was wrongly drawn, not a colour out of harmony. He is represented as contemplating a certain picture of a Madonna by Raphael. He saw that it was more beautiful than his own works, although it contained faults in the drawing which he knew that he himself could have corrected. It was a finer work of art than his own pictures because the conception was nobler. He himself had chosen easier subjects that he might execute them perfectly. And therein he failed. He 'might have risen to Raphael' had he tried.

The point that strikes us most in the two above illustrations is, that the man who aimed at the loftiest ideal did a certain amount of wrong, whereas the lower man did not. And it appears, at first sight, as if the poet

taught that a man, in order to develop to the full the diviner part of his nature, must do a certain amount of wrong. But such, I think, is not really the case. It is necessary, at times, to set aside certain laws and conventionalities, in order to get possession of a good we cannot otherwise obtain; and only under such circumstances is it in any way justifiable to set them aside; but then, it is not really a wrong we are committing, because we are breaking through one law in obedience to another which is much higher. The lower law is for the time being annulled. The mountaineer, for example, is not always climbing upwards; often the only way by which he can reach a higher peak from a lower is by crossing the valley which lies between, but no one would say that the mountaineer, by descending into the valley, was losing ground. "The laws of ethics," says Mackenzie, "differ from all other laws in being not hypothetical, but categorical," i. e., they are absolute, and have universal application. "It is true," he goes on, "that Emerson's paradox about consistency has been capped by that of the preacher who bade us, 'Be not righteous overmuch.' But if the maxim is to have any intelligible meaning, we must understand the term 'righteous' in a somewhat narrow sense. It cannot be taken to mean that we should not, to too great an extent, do what we ought to do. This would be a contradiction in terms. If we are not to be too fanatical in the observance of particular moral rules, it must be in deference to other moral rules that are of a still higher nature."

This is, I think, the true explanation of Browning's doctrine. The lesson it is meant to teach is that the great sin man has to guard against is sloth, or want of energy. "Even if

our object is a sinful one it is an additional sin not to strive after it with all our might:—

And the sin I impute to each frustrate ghost
Is the unlit lamp and the unglint loin.
Though the end in view be a vice, I say.

The 'object' of our actions has a moral value of its own, quite distinct from the actions themselves. To fail in achieving a bad object through sloth and want of energy is just as sinful as if the object had been a good one. The indolence is equally despicable in either case.

Closely allied with this is Browning's doctrine with regard to the existence of evil in the world. "Great men of the intellectual type," a writer in the *Edinburgh Review* once wrote, "may, we think, be broadly divided into two classes, those who have been vanquished by the problem of man's existence and destiny, and those who although they may not have vanquished it, have at least not been vanquished by it." That which generally leads men to pessimism is the contemplation of the sin, and sorrow, and pain, and misery, which make up so large a part of human life. Now Browning saw and realized as much as any man the sin and misery of the world, but he looked upon it, as he looked upon everything else in this life, not as simply a kind of inevitable disease, but as existing in the Creator's world with a certain definite purpose, and having a certain beneficial result. It is by the contrast which the existence of evil affords, that man is able to realize what is good. If there were no sin in the world, who could know what goodness meant? A man appreciates happiness because it is the opposite of misery, good because it is the opposite of bad. A single instance will make this plain. The man who has been in perfect health and his life seldom realizes what a blessing

ing he has been in possession of, but a man who is restored to health after many years on a sick bed, gets ten times more joy out of his health than the other. This 'dread machinery' of sin and sorrow was devised:—

To evolve.
By new machinery in counterpart.
The moral qualities of man.
to
Enable man to wring from out all pain.
All pleasure, for a common heritage.
To all eternity.

It is here, as Mackenzie points out, that the real strength of Browning's poetry lies. "An optimism," he says, "which shrinks from evil is at once felt to be unsatisfactory. We encounter evil at every turn in the actual world; and any idealism to be finally satisfactory must recognize this in its extremest form, and yet be able to show that there is some soul of goodness in it which is stronger than evil. It must so to speak, descend into Hell and lead captivity captive."

Thus the existence of evil which has been a stumbling-block to mankind from the earliest times, seemed to offer no special difficulty to Browning. He never thought of it as an excrescence on creation, planted by some Prince of evil at war with God, but as one of the component parts of the universe, allowed by God to exist for a definite, and beneficial purpose. Not that man is not to strive against it; his whole life consists in this; and that is one of the chief purposes of evil, for without it there could be no scope for strife, no call for courage, or energy, or power; but man has no right to despair because evil does exist in the world, and it affords no reason for denying the omnipotence and goodness of God.

This doctrine is well exemplified in Browning's attitude towards religion. His faith in a supreme Being was as firm as it is possible for

approach cast upon them, by the obvious influence drawn from their refusal.

This age is nothing if not utilitarian. Every thing must be turned to account. The primal curse is recognised as a blessing, and instead of work being regarded as a hard necessity of which one was ashamed, all good work, of whatever kind, is known now to be honourable, and the shame lies with those who refuse to add their quota. From the highest to the lowest, work, if not compulsory for one's self, is felt to be compulsory for the good of others, and those whom necessity drives least, Honour compels most. Having now obtained the means of thorough training, women are not behindhand in turning their gifts to good account.

In this over-populated, competition-ridden country of England, many girls have, perforce, to make their own way, and they are claiming their right to choose their own calling. Parents are beginning to recognise that their daughters have as perfect a right to as complete a preparation for a future career as their brothers enjoy. Fresh spheres for women's energies are constantly being opened up, and technical training is obtainable for all.

The training of children is one of the most natural outlets for women's activity. Teaching is now considered an art, instead of being, as formerly, the refuge of the destitute. Those girls who choose it as their life's work are taught the best methods of imparting knowledge to others. The very children in the Board schools, whose education is a gift to them from the nation, are taught by thoroughly trained and properly qualified and certificated mistresses. What an advance upon the old Dame's School, where the scantiest possible amount of knowledge was rapped into the child's bewildered brain by

the thimble finger of the old woman, chosen for this work, because she was past all other! The particular aptitude of women for this work is being recognised more and more every day.

But many women, many minds. In literature, art, music, women have always had a place, but in all they are taking higher rank as systematic methodical study begins to tell its tale.

A glance round the walls of any picture gallery will show the advance made, and the place taken by women in art. Such advantages as are afforded by the art schools up and down the country, and such splendid training as can be obtained at such a school as that of Professor Herkomer at Bushey cannot but bear good fruit. The art schools of Paris are no longer an essential to an English girl who aspires to become an artist.

In music, it is not only in the exposition of the work of others, but as composers that women are coming to the front.

It is much to be regretted that in literature, so great a proportion of the work done lately by women belongs to the decadent order. In this they are only following the fashion set by the brilliant and acceptable writers of the other sects. But here, if anywhere woman should lead, not follow, and with her innate refinement and higher standard of morality and purity should have scorned to sully the whiteness of her garments, for the momentary renown or greater remuneration which this pandering to a depraved taste, fortunately of a passing nature, brought to her.

But women's nature is above everything sympathetic. To sacrifice herself for others, to lavish care and affection on the young, the sick, the ailing, is womanly past question. Nursing has, therefore, ever been regarded as her special province. The gifts required

were supposed to be bestowed on her by Nature, and her keenness of perception, quickened by affection, enabled her, to a certain extent, to supply what was lacking.

Nature is now supplemented by knowledge, acquired by a long and arduous course of training. Years are spent in the hospitals learning the art of nursing in its every minute detail, and now instead of Sairey Gamps and Betsey Prigs, gentle, refined women minister to the sick and needy. The very humblest and poorest, in the hospitals, infirmaries, workhouses, and in their own homes, have placed at their disposal such efficient aid as a short time ago was hardly to be commanded by the most influential, or obtained by the richest.

From nurse to doctor is but a step. But here men's own special prerogative is encroached upon. It is in vain to ask what immutable law bars the way, outcry is loud and opposition strong.

All readers of Charles Reade know against what odds, in the face of what opposition, in spite of what disadvantages, a woman must struggle who wishes to qualify herself for the medical profession. Things have mended, perhaps, a little, since the days of Rhoda Gale, but there is still much to contend against. Oxford is bitterly opposed to the granting of medical degrees to women. Whatever may be the reasons, advanced, the good work done proves them wrong. A woman with the art of healing in her hands has been able to render aid, to lessen suffering and bring comfort where no man could set his foot. If only in recognition of that work a woman should be entitled to all the honours her ability enables her to earn.

The two sisters, who, as trained nurse and doctor, with rarely equalled courage and de-

votion, ministered to the cholera stricken people in a foreign town two years ago, show what women in these capacities can do, and require very strong arguments to prove them out of their right place.

If nothing has the beneficial result of the higher education of women been more apparent than in their attitude toward public affairs.

Limited horizon, petty views and purely personal stand-point can no longer be matter of reproach against women, as they have been. They look out upon the world with broader vision, and wider sympathies, and the whole race is feeling the benefit. They are learning the value of organisation and co-operation, the lack of which has so crippled woman's work in the past. Women's broad sympathy, quicker perception and keener insight, now controlled by trained intelligence, render them invaluable helpers on School Boards, Workhouse and Infirmary Boards, and other public bodies to which they are now being elected. They are stretching out helping hands to their less fortunate sisters, bringing to light the bitter needs of those who cannot make themselves heard, willingly placing their talents, time, strength, thought, at the service of the poor and oppressed, endeavouring in every way to make all share in the benefits they themselves have received.

Such a revolution could not have been effected without provoking much criticism. True criticism is always helpful, and by the light it throws many errors are avoided and amended. But it should be remembered that the movement is of very recent growth, indeed in its earliest youth. Youth is ever sure of its own infallibility, full of enthusiasm, often very rash. Give it time to be fully tested, let it mature, and it may do

Roman Catholics here are in the same position as the Churchmen, and all that is said applies equally to them.

As to the need of economy and of limiting the range of work there is, practically, agreement. As to the relief of the Churchmen and in the religious question there is not. The former is the pressing one just now. It is proposed by the Bishops that the State should give them more help—that they should pay the whole staff of each school—while leaving the control, as before, entirely in their hands. But this course would involve an enormous addition to the Government grant (something like 2½ millions) and would practically convert all the teachers in those schools into Civil Servants with—in course of time—claims to pensions. Probably a compromise will be made, for the party now in power—and likely to remain in power for many years—is pledged to help them. Lord Salisbury in his peculiar way recently urged Churchmen to ‘capture the Board schools!’ Mr. Balfour of all men affects to regard with horror the whole Board school system. Fortunately, in Sir J. E. Gorst, we have a minister of education who is not hampered by rash utterances made when out of office, and is likely to prove a saner counsellor than the intellectual gymnast who will be his leader in the House of Commons.

From the point of view of the teacher the sooner the Voluntary schools are gone the better—if we would escape the system of religious tests in its worst form. As for the tax-payer, he is not likely to accept any further burden on this account—unless he is frightened by the threat of having all the Voluntary schools closed. But this will not be.

F. GORST.

THE SENATE AND THE SYNDICATE.

Dr. Wilson has been recently complaining of the way in which the Syndicate of the Madras University has been allowed by the Senate to manage things pretty much in any fashion it pleases without taking the trouble of referring to that body which is supposed to govern the University. For a long time there have been complaints of the autocratic sway exercised by the handful of men constituting the Syndicate, but so long as these complaints have been made by insignificant men of the Press, nobody paid heed to them. Now however that a Professor of the Presidency College, and a Syndic to boot, has come forward to confess the sins of that body of which he is a distinguished member, one may fairly hope that things may mend for the better. For my own part, however, I fear the government of the University will go on pretty much as before, alternating between autocracy and oligarchy. The members of the Senate are content with their lot and the R. M. U. after their names, and they really do not mind if the Syndicate coolly ignores the body to which it is in theory accountable. That such indifference to University affairs may mean implicit acquiescence in unjust or ill-considered decisions is a consideration which does not seem to trouble them.

I have said “unjust decisions,” and to some it may seem too strong language to characterise the actions of a body composed of such distinguished men as the Syndicate. But I shall soon be able to give a specific instance and prove my case to the hilt. The Calcutta University has in its gift a valuable Fellowship known as the Premchand Roychand studentship open to all students who have taken its M. A. degree. Certain Madras graduates, desirous of competing for the

Fellowship, applied for the M. A. examination of Calcutta, but were told to produce the permission of the Syndicate of the Madras University. This permission is of course nothing more than a mere piece of courtesy which inter-University etiquette prescribes. At most it can amount to nothing more than what in scholastic parlance is termed an acquittance certificate. As every school-master knows, any boy whose conduct and progress has been satisfactory is entitled to such a certificate on leaving school. Similarly the permission which Madras graduates are asked to produce by the Calcutta authorities is a proof that they have not run away from their own *alma mater*, or done some such thing. But to convert this piece of formality into a means of preventing them from appearing for the Calcutta degree until they have taken their M. A. degree first at Madras, is using its discretion in a way which the Calcutta University never contemplated. Even if the Syndicate of the Madras University thought that grave danger lay in allowing a candidate to appear for the Calcutta examination, still it will not be acting fairly towards its Calcutta sister if it refused.

No such danger has however been shewn. Indeed the way in which the Madras University itself treats candidates from other Universities forbids any such notion. Undergraduates of any Indian University are admissible to its F. A. and B. A. examinations. Graduates of any University in the British Empire are admissible to its M. A. examination. And even this slight restriction is removed at the L. T. degree; candidates for which "must have graduated in this or some other University." The same freedom that characterises the examinations

in the Arts Faculty pervades the sister Faculties of Law, Medicine, and Engineering. Only in the last Convocation an M. B. and C. M. of Bengal was admitted to our M. D. degree. Remember that this particular candidate had not even to go through the ceremony of being examined at Madras: all that he had to do was to send a thesis to the Registrar, pay his fees, and get his degree. At his own University he would have had to pass a stiff examination in Honours before he could have obtained the coveted title. So it comes to this. A student of any University might appear for a Madras degree without even the trouble of producing his credentials, while a Madras student is prevented altogether from stepping outside its precincts, and this, not because the foreign University to which he intends going does not recognise his degree, but because he is refused a permit to which he is morally, if not legally, entitled.

But we need not even go so far to shew that it is not any apprehension of danger that has prompted the Syndicate in its action. The general policy of the University with regard to foreign candidates forbids, as I have shown, any such notion. And the policy of the Syndicate itself tends towards the same conclusion. It was only last year that a Bachelor of Laws of Madras was permitted to appear for the higher law degree at Calcutta. The Syndicate is evidently of the same mind with Emerson who called consistency "the hobgoblin virtue of little minds."

What is it then that has induced the Syndicate to take up a position which to one of its members at least, and several members of the Senate, and everybody without exception before whom I have placed the case, appears thoroughly illogical? From the authorities concerned no answer is forth-

coming. When a well-known Fellow requested the Syndicate to let him know why such a course was taken, the Syndicate met and solemnly resolved not to answer his letter. They evidently thought it highly impertinent on the part of a mere Fellow to venture to question an august body like themselves. And where a Fellow has failed, lesser persons have of course no chance of knowing.

But in the absence of an authoritative declaration, several private explanations have been ventured. It has been suggested that the high standard of the Madras M. A. might be lowered by permitting Madras graduates to appear for the Calcutta M. A. How this can be, I cannot very well understand. That there might be danger in the wholesale recognition of the degrees of Universities, any and sundry, I am quite willing to concede, and perhaps the Madras regulations err on this side. But that Madras degrees will be depreciated by her *alumni* going to Calcutta is a proposition that does not carry conviction. Or perhaps the Calcutta degree is so high that only he who has proved his preliminary efficiency by taking his M. A. degree at Madras can be safely allowed to risk the honour of his *alma mater*. In such a case one might commend the maternal care of our Syndics, though to some people it might perhaps appear grandmotherly.

T. VIJAYARAGHAVAN.

THE LOGIC OF ARITHMETIC.

(Continued from page 326.)

It has been already shown that owing to the laws of association and commutation for addition the sum of any number of numbers is independent of the order in which they are added. For example:

$$a + (b + c) + (d + e + f) = a + (b + c) + (d + e) + f.$$

If all the numbers to be summed are equal, we have in virtue of the above fact only to take note of the quantity which is to be repeatedly summed and the number of times it is to be summed. Thus the process of addition naturally leads to the process of multiplication. Multiplication is fundamentally an abbreviated addition of equal summands. The multiplication of a by b consists in obtaining the sum of b numbers each of which is equal to a . The number a which is repeated is called the multiplicand, and the number which indicates how often it is repeated is called the multiplier. The result of the multiplication is called the product. The sign of multiplication is either a dot ($\cdot$) or a cross ($\times$) and is read "times."

From the above it follows that the multiplier, which only counts how often the multiplicand is summed, must be a natural number, that is to say, a positive number which alone is the result of counting, while the multiplicand may be any number, positive, negative, or zero. As we can add together not only abstract numbers, but also concrete numbers of the same sort, it follows that the multiplicand can be a concrete number. For example, four times three horses gives twelve horses. On the contrary the multiplier cannot be a concrete number. There can be no sense in conceiving the number four summed "three horses times."

When both the multiplicand and multiplier are positive abstract numbers, two fundamental laws, exactly analogous to the fundamental laws of addition, hold also in multiplication. Just as a sum is independent of the order in which the summands are added, so also a product is independent of the order of multiplying. Suppose, for example, we take six horizontal rows, each containing five dots so arranged that the whole may be regarded as five vertical columns each containing six dots. In counting the aggregate group which is formed by putting all the dots together, we may count the six rows of five dots each one after another, or the five columns of six dots each one after another, that

is, in order to find the total number of dots in the arrangement, we may proceed by taking five six times over, or by taking six five times over. The expression six times five is represented by 6×5 , and five times six is denoted by 5×6 . Thus we see that $6 \times 5 = 5 \times 6$. As the proof does not depend in any way on the particular numbers 5 and 6, it can be extended to any two positive numbers whatever. Thus we may write down generally

$$a \times b = b \times a.$$

This is known as the *commutative law* of multiplication. It renders unnecessary for practical purposes the distinction between multiplicand and multiplier, and both are therefore given a common name: factor.

The law of commutation can be easily extended to the product of any number of numbers. For example, let us take the product of three numbers abc . This can be easily shown to be the same thing as the product acb . The symbol abc means that we are to take first c groups of b things each and then b groups of a things each. Now, by what has been already proved, c groups of b things each come to the same thing as b groups of c things each. Consequently, c groups of a things each are the same as cb groups of a things each; that is to say, $abc = acb$. Similarly it may be shown that $abc = bac = cab$, &c. We may therefore generally say that the product of any number of numbers in any order is equal to the product of the same numbers in any other order. This extension of the commutative law of multiplication to more than two numbers has been sometimes spoken of as the *associative law* of multiplication.

Besides these there is another important law of multiplication, called the *law of distribution*, which gives us directions as to how a sum or difference is multiplied and how a multiplication is performed with a sum or difference. Suppose we have a horizontal rows of $(b + c)$ dots each divided by a vertical line into a rows of b dots and a rows of c dots. To find the whole number

of dots in the arrangement, we may count at once a rows of $(b + c)$ dots, or count first a rows of b dots and then add to the result a rows of c dots. Counted in the former way, the result is $a(b + c)$; counted in the other way, it is $ab + ac$. Hence we must have

$$a(b + c) = ab + ac.$$

Since the result of multiplication is independent of the order of the factors,

$$a(b + c) = (b + c)a.$$

$$ab = ba,$$

$$ac = ca;$$

therefore our result may also be written in the form

$$(b + c)a = ba + ca.$$

Again, suppose we have a horizontal rows of b dots each divided into two parts by a vertical line so that one of the parts contains a rows of c dots each. Then the number of dots in each row of the other part is $b - c$. To find the whole number of dots in this part, we may count at once a rows of $b - c$ dots each, or count first the number of dots in the whole arrangement, that is to say, in the a rows of b dots each, and remove from it the number of dots in the first part, namely, the a rows of c dots each. The result will be the same in both cases; hence we must have

$$a(b - c) = ab - ac,$$

which result may also be written in the form

$$(b - c)a = ba - ca.$$

The same reasoning may be extended to the sum or difference of any number of numbers and their subsequent multiplication by any number.

According to the definition of multiplication a product, whose multiplier is zero or a negative number, is a combination of numbers devoid of meaning. But by having recourse to the principle of no exception already enunciated, we can invest the combination with a meaning. We have already established that zero and negative numbers are symbols which have the form of differences. We can therefore lay down the rule that multiplication with zero and negative numbers shall be performed as with real differences.

good work." By many falls the child learns at last to walk.

All evolution is slow, nothing ever leaps perfect into being; the greater the object, the slower its growth. "Endurance, foresight, strength and skill" are not the product of a moment, but are only gained by years of painful struggle. But though falling far short of the ideal, the result attained has justified the wisdom, and fulfilled the hopes, of those who led the way.

(MRS.) E. J. SIZER.

THE VOLUNTARY SCHOOL QUESTION IN ENGLAND.

A question of supreme interest here is the immediate fate of the Voluntary Schools. Undoubtedly the new Government are pledged to a policy the reverse of Mr. Acland's—as they interpret it. The case can be put in a few words. The 'Board' schools, established and maintained at the public expense, to supplement the schools provided voluntarily by the various religious bodies, now threaten, in the towns, to exterminate them. This comes about in two ways: first, the Board schools are built, equipped and conducted in a most efficient way; they lack nothing. For example, the teachers are much better paid than in the rival schools. Moreover being recent, they embody improvements—sanitary and others—not to be found in Voluntary schools. These things are in themselves sufficient to 'injure,' and do 'injure' the poorer schools; but as the schools exist solely for the children, who get all the benefit, there can be no fair complaint here. Second: the over-zealous Board school party are accused of a policy of extermination—erecting schools where sufficient voluntary,

schools already exist, and by exceeding the anticipations and requirements of the Elementary Education Act, practically offering a bribe to the best children. Mr. Acland in particular is charged with this avowed hostility.

The question is not simply one of finance, nor of the limit of primary and gratuitous education. It goes much deeper, it touches on religious convictions and beliefs.

As regards finance. There can be no doubt that in towns there has been extravagance and mismanagement, as is usual with public bodies spending public funds. Enthusiasts and doctrinaires acquire too much influence. Nor can it be disputed for a moment that the work of Primary or Elementary Schools has long passed the intended limit, and has been carried into the sphere of Secondary education; and this too, in direct opposition to established and efficient Secondary Schools. A most striking proof of this is at hand. The London County Council offers annually a number of scholarships of considerable value, open to all schools. The lowest scholarship—the Junior—is adapted to find out the best children in the Primary schools who wish to continue their schooling, and it does this. The successful children are already at or near the top of an ordinary Primary school. Some of them continue there, however, while others go on to Secondary schools. But it is the next higher grade, the Intermediate scholarship which proves my point. It appeals to, and was obviously intended for, the upper classes in Secondary schools. The standard of work attained by the successful ones is about equivalent to the 1st or 2nd class Honours of the Cambridge Local Junior. I know, for instance, that two average boys who had passed the Oxford Local Junior a year previously failed, while another boy who had passed the

to which we can equate $a : 0$. Accordingly the division of any number by zero is impossible.

According to the definition of division, only such numbers can find a place in the dividend as are the product of the divisor with some previously defined number. For example, if the divisor is 3, the dividend can only be 6, 9, 12, and so forth, or -3 , -9 , -12 , and so forth. A combination of symbols, in which a stroke of division has underneath it 3 and above it a number different from the numbers just mentioned, must be regarded as meaningless. For example, $\frac{5}{3}$ or $\frac{3}{3}$ are symbols devoid of meaning. However, conformably to the principle of no exception, we invest such symbols as have the form of a quotient though the dividend is not the product of the divisor with any number yet defined, with such meaning as will enable us to deal in computation with such apparent quotients as with the ordinary ones. This is effected by putting the product of such a form of quotient with its divisor equal to its dividend. It is in this way we arrive at the definition of fractions. Just as the impossibility of subtraction in certain cases led us with the help of the principle of no exception to extend the domain of numbers by the addition of zero and negative numbers, similarly the impossibility of effecting division in certain cases has compelled us to still further extend the domain of numbers by the addition of fractional numbers.

It is not difficult to understand the connexion between fractional and whole numbers. Since the number 10 lies between 9 and 12, or, which is the same thing, since $9 < 10 < 12$, and since $9 : 3 = 3$, $12 : 3 = 4$, we say also that $10 : 3$ lies between 3 and 4, or that $2 < \frac{10}{3} < 4$. In itself, the idea of "less than" can have meaning only when applied to the results of counting. But $\frac{10}{3}$ is not a result of counting. What is then the meaning of saying that 3 is less than $\frac{10}{3}$? Plainly, nothing more is meant than that 3 times 3 is less than 10. We thus see that every fraction can be so interpolated between two whole numbers differing

from each other only by unity that the one shall be smaller and the other greater than the fractional number, the terms smaller and greater having the meaning above given.

From the above definition of fractional numbers and the laws of commutation and association, which in accordance with the principle of no exception must be extended to fractions also, all possible rules of computation for fractional numbers can be easily deduced. It also follows from these rules that the combination of any two numbers, whether positive, negative or fractional, by means of any of the operations already described, must always produce a positive or negative whole or fractional number. The only exception to this is the case where such a number is divided by zero. We have already seen that when a is a positive or negative number, by dividing a by zero, we get a result which cannot be equated to any number, positive or negative. The same is the case when a is also a positive or negative fractional number. But by applying the ordinary rules of arithmetic to $a \div 0$, we see that all such forms can be equated to one another, both when a is positive and also when it is negative. For such forms of quotients we therefore invent two new signs, namely, $+$ and $-$. Further, when we transfer the notions greater and less to these symbols, we discover that $+$ is greater than any positive number, however great, and that $-$ is less than any negative number, however small. Accordingly, we speak of these symbols as standing respectively for "plus infinitely great" and "minus infinitely great."

P. LAKSHMINARAYAN NAIDU.

(To be continued.)

THE GERMAN STUDENT.

Characteristic also in the German student's life is the 'Mensur' (the Duel fighting). If one goes to a German University town one will be struck by the many cut faces one meets in every street. Some fellows show ugly wounds, hardly healed. They are very proud of this, "sword

ate Arts Examination seems to have slaughtered as many innocents in one day as Herod. Out of seven hundred and twenty-seven candidates only two hundred and fourteen passed. The letters written by 'unsuccessful candidates' to the papers show such talent and vigour that it is difficult to ascribe this sad result solely to the stupidity of the candidates and yet there is something to be said for the examiners also. It is a laudable object to improve the standard of knowledge required; and anything that tends to diminish 'cram' and 'tipping' is a good thing in itself. From my personal knowledge of the methods of marking adopted by London examiners I can testify that no isolated error, however gross, will necessitate the failure of a candidate. It is therefore idle to assert that they are more stringent than others of their class; especially when we remember that at London there is no *viva voce* to wring the hearts of candidates. But when the victims ask that London should be transformed into a teaching University, and that the teachers should set the standard of the examinations, there seems reason in their cry.

London is apparently to suffer by the establishment of a Welsh University. Speaking at Bangor some time ago, Professor Henry Jones appealed to the Welsh colleges to be 'faithful to the degree courses of the University of Wales.' They were to devote special attention to the Welsh language and literature, even at the cost of forfeiting some of the patronage hitherto extended to them by English students. 'I believe that the professors in the Welsh colleges may have, for a time, to look to less crowded class-rooms, and that those who are financially responsible for the institutions must be prepared to meet some diminution of funds.' But he calls upon the patriotism of the Welsh to make this sacrifice cheerfully, and, without isolating themselves from the general course of learning, to strike out for themselves an individual path. It is obvious then that the new Welsh University will be no mere replica of the old, but will have

a distinct life and purpose of its own; and as such we wish it all success.

While on Welsh topics I may mention the resignation of the Dean of St. David's. Dr. Allen is one of the very oldest graduates of Trinity College, Cambridge, being ninety years of age. He was ordained sixty years ago, and has been Dean since 1878. In spite of his advanced age, it would be possible to mention many Deans in whose case resignation is more imperatively necessary.

While the higher Welsh education is advancing, the lower grades are passing through a rather curious stage. In many towns, such as Swansea and Cardiff, the tendency has been for the High Schools and Grammar schools to give way to Higher Grade Board Schools. The teachers at these schools are often graduates of one of the older Universities; and every guarantee is provided that the system of teaching will be the best possible; but the range is different from that of the ordinary Grammar school. Cookery and singing from tonic sol-fa, are among the subjects taught; but the schools prepare also for the Oxford and Cambridge Locals and for the Welsh and London Matriculation. The necessary mixture of classes among the boys and girls at these schools, to judge from what has happened so far, does not seem to have had any evil effect.

A letter written by Mr. T. J. Macnamara to the *Times*, on the position of Elementary school mistresses, well deserves reading. Four hundred and fifty of these martyrs receive less than £50 a year; one hundred and thirty-six less than £40, and the work set to be done for this salary is practically an impossibility. In one school of 50 children, the work is divided among seven standards and the infant class. 'I can scarcely explain how I teach,' says one mistress; 'I rush from standard to standard, and endeavour to do half-a-dozen things at once.' All this has often to be done under the supervision of a 'thorough-paced tyrant'; or, if the school is

Cambridge Junior in 2nd class Honours six months previously only just succeeded. And yet, among the highest pupils on the list were children direct from Primary schools! The Schoolmaster indeed says: "In the Boys' List forty-one of the first fifty hail from Board schools; four from Voluntary schools and five from Secondary schools. Forty-eight of the first fifty girls come from Board schools; two from Voluntary schools." But for the facts we must look to the Council's Report: "of the 70 scholarships awarded (45 to boys, 25 to girls) 17 were gained direct from public elementary schools, and 28 by former pupils at public elementary schools;" that is 53 scholarships were won direct from Secondary schools, 25 by pupils who had not been to any other school (at least for 5 years), and 17 direct from elementary schools. Thus we have, beyond doubt, Secondary education being given, wholly at the public cost, in schools established for primary education only, where there exists an ample supply of Secondary schools.

Now as to the religious element in this question. The Voluntary schools are, in the main, Church schools, that is they were founded by the Church of England; for a long time supported by them to a large extent, and are still managed by them in accordance with the regulations of the Education Department. The buildings, of course, are their property. The support of the schools, however, rests upon them only to the extent of three-tenths of the whole amount, the remainder being contributed by the State. These schools are now, and always have been regarded as feeders to the Church; and their management is arranged to that end in many respects. Dogmatic religious instruction occupies a prominent place; the teachers must be Churchmen.

The very *raison d'être* of these schools, from the Churchman's stand-point is the desirability of 'sound' religious teaching. This is not given in the Board schools as a rule; their control being in the hands of a mixed body of clergy and laity, Churchmen and non-Churchmen, only such instruction is given as the teachers deem suitable to young children, and this of a moral rather than a dogmatic character. No test is imposed on the teachers—generally speaking; but according to those best qualified to be heard (inspectors), the religious instruction is given in an earnest and impressive manner calculated to appeal to the children, and far more likely to build up character and develop the moral sense than is the kind of teaching which the clergy desire. I do not think the clergy carry much weight on this point. But their party is augmented by those who insist on more economical management in the Board schools and on their being used to supplement existing schools, as well as by those who consider that the work of all primary schools should be confined strictly to elementary education. Again, the Church party urge, and with perfect justice, that they not only support their own schools to the extent of one-third their cost, but that they have to contribute equally with others to a like support of their local Board schools. But the last straw in their case has been the action of Mr. Acland in insisting upon certain sanitary arrangements being made, involving the managers of the older schools in considerable expense. Many of his opponents admit the reasonableness of his requirements, but his firmness in enforcing the order, the suspicion that he was trying to crush them and the expense entailed have been sufficient to bring the discontent to a head. To prevent misunderstanding I ought to point out that the

so that the product of a and $b - c$, when $b = c$, is also represented by $ab - ac$. For example:

$$(-b) \cdot a = \{c - (c + b)\} \cdot a = ca - (c + b)a = ca - ca - ba = -ba$$

$$o \cdot a = (b - b) \cdot a = ba - ba = o$$

Thus we arrive at the conclusion (1) that the result of the multiplication of any number by zero is also zero, and (2) that when a number is multiplied by a negative number the result is the product of their absolute values with the minus sign prefixed. We can now easily understand why, when one negative number is multiplied by another negative number, the result is a positive number. Since

$$b \times -a = -ba,$$

in consistency with the principle of no exception the multiplication of $-a$ by $-b$ should give the same product as that given by the multiplier $+b$, only with an opposite quality. The product ab has an opposite quality to $-ab$. Hence we have

$$-a \times -b = ab.$$

We have already seen that addition gives rise to two inverse operations, namely, detraction and subtraction. Similarly two inverse operations spring from the process of multiplication. In one of these we seek the multiplicand, while in the other the multiplier is sought. So far as mere computation is concerned, owing to the invalidity of the law of commutation, these two inverse operations are one and the same, namely, division. But they must be distinguished from one another as they really involve different ideas. For example,

$$7 \text{ feet} \times 2 = 14 \text{ feet.}$$

If fourteen feet and seven feet are given, and the multiplier 2 is sought, we ask how many summands, each equal to seven feet, give fourteen feet, which is the same as asking how often we can lay a length of seven feet on a length of fourteen feet. But this is what is called measuring. Again, if fourteen feet and the number 2 are given, and the multiplicand seven feet is sought, we ask what summand it is which repeat-

ed two times gives fourteen feet, that is to say, we ask what part we shall obtain if we cut up fourteen feet into two equal parts. But this is partition or parting. Consequently it has been proposed to call the division measuring, when the multiplier is sought, and parting, when the multiplicand is sought. In both cases the number which originally formed the product is called the dividend, and the result the quotient. The number which originally formed the multiplier is called the parter; the number which was originally the multiplicand is called the measure. Both parter and measure are known by the common name divisor. Both kinds of division are represented by the same symbol, which is either a colon or a horizontal stroke or a combination of both. The symbolical formula for division is

$$(a \div b), b = a, \text{ or } \frac{a}{b}, b = a.$$

Hence, dividing a by b means, to find the number which multiplied by b produces a , or to find the number with which b must be multiplied to give a .

From this formula, together with the formulæ relating to multiplication, all the rules of division are derived. For example:

$$(+a) \div (-b) = -(a \div b)$$

because

$$[-(a \div b)] \cdot (-b) = +[(a \div b) \cdot b] = +a.$$

Since $o \cdot a$ is always o , whether a is positive or negative, it follows that the result of dividing zero by a positive or negative number is always zero. If in the equation $o \cdot a = o$, we make o the divisor instead of a , we arrive at the conclusion that zero divided by zero can be equated to any number, either positive or negative. It may also be equated to zero, because $o \times o$ is also equal to o . This is what is meant by saying that $o : o$ is an ambiguous expression. We can now easily answer what the result of dividing any number by zero will be. Since the product obtained by multiplying zero by any number is only zero and not a positive or negative number, there is no number, either positive or negative

under the Board, 'God help the mistress.' A letter in the same number of the *Times* tells us what the leisure of these mistresses is like. The only adult teacher in a school of seventy children lives alone in the school-house, takes Sunday school, plays the church organ at week-day and Sunday services, and, to crown all, could not go on her recent harvest holidays, by reason of having to look after choir and organ. Surely here is a chance for reformers, without wrangling as to creeds or catechisms! Such was the doctrine expounded by Sir Charles Dilke in a recent speech in Dean Fresh. Let us, he said, confine our attention to improving the efficiency of day-schools, while endeavouring to make our Sunday schools better vehicles of religious teaching.

The *Times* has done another service by drawing attention to the Report of the schools Inquiry Commission, published in 1868. That report, signed by such names as Dr. Temple, Lord Stanley, Mr. Acland, Mr. Roby, and others, 'must be the basis of any discussions upon education now, and if no longer easy of access, ought to be reprinted.' The *Times* gives a summary of its chief recommendations, which were mainly two: first, the formation of a central authority, to be made by enlarging the functions of the Charity Commissioners, and by adding members of experience and distinction; and secondly, the establishment of provincial authorities, conversant with the requirements of particular districts. There is one omission in this Report, which shows how times change; there is no mention of any necessity for drawing a clear line of demarcation between primary and secondary schools. As we have just seen, in many districts the Higher Grade Board Schools are swamping High and Grammar schools. When we glance at the recommendations of the last Royal Commission, we see at once that this point is almost the centre of its whole area. The last Commissioners, like those of 1868, press for a 'central authority'; they are equally strong on

the necessity of local boards; but they demand that there should be a clear discrimination between primary and secondary education, so that funds due to the one should not be appropriated by the other. They recommend that private schools should submit to inspection, if they are to share in the advantage of public schools; and they add their powerful voice to the already loud cry that secondary teachers ought to be as thoroughly trained and as rigidly supervised as their primary brethren. Space forbids my making lengthy abstracts from the report; but I have said enough to show that we are on the verge of revolution in educational matters. The present Government, say its admirers and detractors alike, is one of humdrum legislation: if it carries out only a few of the plans of these Commissioners, it will create a new connotation for the word 'humdrum.'

Last month I mentioned a few of the many names of candidates for the post of Professor of Literature at Edinburgh. The electors have chosen Mr. Saintsbury; and all who know anything of Mr. Saintsbury's work will admit that the choice is a good one. He was once, I believe, Classical master in Jersey; but he has become better known since by his articles in the *Saturday Review* (since reprinted as 'Corrected Impressions'); by his *History of French Literature*, an able attempt at the impossible; and by various works on Dryden and other great writers of all times and places. I believe he is not a Scotchman; but his merits are so great that the University has for once departed from its hoary tradition; and it is not likely to regret the departure.

A book of great interest to old Balliol men and to the world at large will shortly be published by Murray. Jowett's sermons have been unkindly called 'Glimpses into the obvious'; but the obvious generally seemed less commonplace than usual to those listening to 'the Master.' In any case the volume will have a recollective interest to a large circle of readers.

OUR LONDON LETTER.

LONDON, October 1895.

I hoped to send you by this mail a summary of the secondary education Commission's Report; but official routine and delay have succeeded the eager activity of the Commission, and we are still waiting. Several forecasts of the Report have appeared, giving the main recommendations in the guise of shrewd guesses, spoken not from the book; though it is quite clear the writers have the Report before them. When the report is published I will send you a sufficiently full account of its principal contents.

Although Parliament is, and for some months will still be making holiday, some members of the Government are saying very plainly what they mean to do with regard to Primary Education, and that is, as I mentioned recently, to further subsidise the Voluntary schools and to check the growth of the Board School system. On the surface this is a pecuniary question mainly, but it soon touches that permanent source of strife, religious opinion. As the Government has a majority which will enable it to force any measures it proposes, the prospect is not a peaceful one.

But this apple of discord is being thrown from another quarter. The more extreme Church party are still clamouring for change in the religious teaching given in the Board schools of the country, or at least for such regulation as will ensure what they themselves desire, and this will in very many instances involve great changes of a most unpleasant character. Your readers may take little interest in such a complicated subject as the religious beliefs and sentiments of English people. To many whom it affects it is not an inviting or agreeable subject; it is repellent enough when it concerns adults alone; when it becomes an ignoble struggle to capture young children for the various parties it is

hateful. There is of course no question here as to the opinions of the respective parties or their merits, or as to the particular doctrines to be taught. It is, nevertheless, a serious question to all teachers, and to all interested in education. The strife will probably prove both prolonged and bitter; the known attitude of some members of the Government being such as to encourage the agitation. As I may have to recur to it I will try to state the case in a simple way. As your readers know, Board schools in this country are supported out of public moneys solely, and are controlled by persons elected for the purpose. Being attached to no one religious body, and being designed to supply a general elementary education, the religious instruction given in them is often of a neutral kind, with respect to the various religious sects—or perhaps one might more correctly describe it as being what is common to them all. No distinctive dogmas are supposed to be taught. The teaching aims at the inculcation of morality rather than of definite doctrines regarded in different ways by different sects. The Bible is the only book recognised; a syllabus is set, but the teacher has, practically, a wide discretion as to how he proceeds. He is expected to give such simple instruction as he deems most suitable and beneficial to the children in his care. The result is, as all who inquire admit, that the teachers, being trusted, are put on their honour, they avail themselves of these lessons to try to influence the children for good, and much earnest and good work is done. They are constantly subject to supervision and inspection, and their pupils are examined in due course.

The agitation promoted by extreme members of the English Church aims at either giving more dogmatic instruction to all (who will receive it) without distinction, or at grouping the children for the religious lesson according to the particular sect to which they declare they belong, and having specific instruction given to each group—either by the ordinary teachers

(if approved) or by persons specially appointed for this work, where the ordinary teachers desire to be relieved of the work or are judged to be unfit on account of their religious views.

The basis of the agitation is a very vague and mysterious thing: it is the alleged desire on the part of parents that their children shall be taught the peculiar dogmas of their own church—Church of England or Roman Catholic as the case may be. (Here I may say that practically the agitation proceeds from these two bodies alone; the rest are content and resist any change.) There is no evidence whatever that the parents generally do desire this, and such indications as exist are not spontaneous, but factitious. The bulk of the parents are too indifferent and they trust the teachers; they may give a kind of consent to the parson's proposal, but it is probably without knowing what it means.

As an indication of the spirit of the aggressive party, I may mention a short bill drawn up by a leading layman of the church party, and seriously inserted in the *Times*. The bill proposes that wherever "five children belonging to at least two families shall in any school demand special sectarian instruction, the school authorities must arrange for its being given, any extra expense of course falling on the parents." Picture a village school of 60 or 70 children, broken up into five or six little sects—the Church group, the Catholic group, the Baptist group, and so on: impressing the divisions of Christendom on young children, fostering sectarianism and division, introducing extra teachers to supplant the regular ones—turning the school into a recruiting ground for the religious parties!

This, or something like it, is what threatens us all over England. Alas for the teachers, and alas for the children. Of course in the end it must fail and bring reaction, but meantime it will produce much strife and bitterness.

OUR BOMBAY LETTER.

October 1895.

The appointment of the Hon'ble Mr. Justice John Jardine, I.C.S., one of the Judges of the Bombay High Court, as Vice-Chancellor of the University of Bombay in succession to Dr. R. G. Bhandarkar, M.A., C.I.E., has given general satisfaction. Mr. Jardine has been a Fellow of the Bombay University for nearly a quarter of a century and has always evinced the keenest interest in educational matters. It is hoped that he will prove a much stronger chairman than his predecessor and that the debates of the Senate will once more be conducted without any display of bias from the chair.

H. E. Lord Sandhurst distributed the prizes to the successful girls of the Victoria High School at the Connaught Institute, Poona, on the 26th of last month. The report was a very satisfactory one and reflected much credit on the Lady Superintendent Mrs. Sorabjee and her daughters.

I am deeply grieved to record the death, at the most untimely age of 26, of a very promising young Parsee lady graduate of the Bombay University—Miss Ratanbai A. Vakil, B.A., second daughter of Mr. Ardesar Framji, B.A., LL.B., Solicitor, High Court. Miss Vakil was one of the first lady graduates of Bombay and was studying for the M.A. degree at Wilson College, where she also acted as Professor of French.

H. H. the Maharaja of Patiala has presented a sum of Rs. 1,000 to the Alexandra Girls' School, and the Maharani has presented Rs. 500 to the Parsee Girls' School Association.

Forty thousand rupees have been sanctioned by H. H. the Gaekwar of Baroda for the construction of school buildings in his territory, each capable of accommodating between 50 and 100 pupils.

tattooing," although it does not prove their skill in handling the sword. However it belongs to the beauty of the young academical Teuton, and his modest 'Gretchen' will admire him all the more. The ordinary "Duelling" is simply a sport, and the man, who comes out of it, is just as proud of his bleeding face as the English foot-ball player of his broken collar bone or his battered stomach. If a German student visits another University town, he is sure to have an interesting encounter with one of the native students. He only needs to fix his eyes on him or to tread on his toes, and the *casus belli* is there. They will meet in the 'fighting-room' surrounded by numerous student-spectators and accompanied by a medical man. The two adversaries, chest and eyes well protected, face each other. They try the sharpness of their weapons. All right! All is silence. Suddenly the command "Los!" (off) resounds through the Hall.

One hears the clashing of swords, their eyes are flashing, their bodies bending to and fro. Bang! bang! sparks are flying. Bravo! Bravo! and drops of perspiration on one man's brow mixes with blood that runs from a gashing wound. "Halt!" The sport is over. They shake hands and refresh themselves with the foaming beer.

Now, not every German student must necessarily fight a duel. There are many students, who never take a sword in hand. It is the wealthy corps-student who indulges in this sport.

Bismarck is said to have fought twenty-five duels, one with an American fellow-student who mocked him for his idea of hoping for a united fatherland. Bismarck challenged him and chopped off the top of his nose. Both became great friends in after life when Bismarck's hopes had been realised.

Much is said about the self-consciousness the German student likes to show together with the officer and the nobleman, and the following event that took place in Frankfurt is a vivid example of students "cheek." A student wished to go through the middle exit of the great station,

but was stopped by one of the officials, to whom he gave a box on the ear when the latter felt no inclination to retire before his "studentship," although he told him with great dignity: "I am a student!" It is also told of the present "pastor" F. in Madrid, who went to see the pope in his student attire, together with other gentlemen who were in evening dress that the Swiss guards tried to keep him back, but he pointed to his jacket, saying: "This is better than an evening coat." Pastor Neumann, the great philanthropist, wishes to draw the student more out of his secluded position and his self-admiration, without wishing him to sink into a lower social standard. He expects more "Brüderlichkeit" from him, more of the "Love your neighbour," and thus to assist in the work of solving the great social question. He thinks he has plenty of opportunity of doing so, especially during his holidays and on his walking tours. The student returns to his native town or village and meeting some of his former school-fellows, who are now perhaps in a different sphere of life, he thinks he can no longer associate with them—their interests are not his. Naumann says: "If I think of my school-fellows, my conscience troubles me, because I have forgotten them too soon." There are now in Germany at different Universities especially in Leipzig Unions for "home missions." By these, the student gets to know the need and poverty of the people, as well as the different charity institutions where Christian love is active.

OTTO DELFS.

THE MANGALORE INTER-SCHOOL GYM-KHANA CRICKET COMPETITION.

The Cricketing season has come again, and even in such an out-of-the-way place as Mangalore the bat and ball reign supreme over the parade ground and draw hundreds of visitors round the double eleven. From King Cram to King Cricket is a desirable transition, and the Michaelmas holidays are set apart for a pleasant trip from Bookland to Batland. But I may say it is more than a trip, and

may end in a triumph, for nothing less than a grand silver cup, a worthy trophy, is the prize—thanks to Mr. N. Subba Rao, the public-spirited and liberal awarder of it. Far as we are from Madras and towns as famous for their cricket as Madras itself, we have, in spite of several drawbacks, been secretly stealing a march over them all the while, and our progress in the field is now straight and steady enough. But who are the Competitors? The Government College, St. Aloysius' College, the German Mission High School and the Canara High School have all an eye on the cup, and it is settled that two of them shall contend first, the remaining two next, and that lastly the winning teams shall fight it out between themselves. The Government College enters the lists against the German Mission High School. Spectators are encircling the field by hundreds and will do so in increased numbers till the last day of the Competition. Somehow or other it doesn't seem to fare well with the G. M. H. School. The Government College is fast gaining ground and its victory foreseen by most in the first innings is fully confirmed in the second. It is now St. Aloysius' College against the Canara High School. The College eleven seem to do well while their rivals are rapidly falling off. The first innings has well nigh assured the one of a beating and the other of a victory. Yet the second innings has to be played out before anything decided can be said. But poor Canara High School! They are thoroughly beaten and left with the bare hope that next year they will prove better. But now comes the most important and interesting feature of the Competition—the final tie. Both the Government College and St. Aloysius' College are in high spirits and take to the game heartily. But a shower spoils the ground, and delays the play for a full hour and a half. The Government College team are batting and the poor Aloysians have to field under much inconvenience. The fielding is not satisfactory. The score runs up rapidly and the first innings has to be held over for the next morning for want of time. But dame Fortune doesn't seem to smile on the players and they disappear from the lists one after the other. But they will make it go worse with the Aloysians by their excellent bowling and fielding. The Aloysians have scored nearly double their runs

in one innings; but the game is not over. The second innings will decide the issue of the match, and the Government College is held in play by the Aloysians who with no ill wind to blow against them come up to the required mark in their fielding. But the Government College team are as good batsmen as they are fielders. But before they have run up their score to that of the Aloysians for the first innings they leave the field giving their opponents a decided victory by one innings and six runs. Thus ends the whole Competition which has lasted for full six days between the 10th and 16th ultimo. May Mangalore make great and speedy advancement in the national game, and may the competing School and College teams enjoy many a well-earned holiday together join'd in Cricket's manly toil. Three Cheers to old Messrs Bat, Ball and Wicket.

SPECTATOR.

FROM OUR UNIVERSITY CORRESPONDENT.

CAMBRIDGE, October 1895.

If last month there was little to say, there is still less now, in this deadest of all dead seasons of the year. The town is empty, except for the tradesmen who are selling off their old stock in preparation for the inveiglement of freshmen; and the University is as idle as the Ancient Mariner's becalmed ship. It is difficult to believe that in two or three days the dead town will revive like the mariner's sailors. Nevertheless, though the actual work of education has been suspended for so long, the thought of it has scarcely ever been absent from people's minds, and the questions associated with it have been agitated with more than the usual vigour. Not to mention Mr. Price Hughes's Grindelwald Concordat, or the subject of religious education in the primary schools, the papers have been full of letters and articles on kindred topics; and indeed education seems likely, in our modern news-sheets, to take the place that used to be filled by murder-trials. One of these topics has been the iniquities of examiners. The London Intermedi-

Out of 86 candidates who presented themselves for the First Examination in Medicine, 52 have been declared successful—in the First Class and 49 in the Pass Class. The Mrs. Satyavati Lalubhai Samaldas scholarship of Rs. 200, tenable for one year has been awarded to Miss Rosalia Coufino, and the Sir D. M. Petit scholarship of Rs. 260, tenable for one year, has been awarded to Miss Nataline Fernandez.

Mr. E. Greenwood has been appointed Principal and Decorative Artist and Architectural Sculptor, Sir J. J. School of Art, Bombay, with effect from the date of retirement of Mr. J. Griffiths.

Professor G. K. Gokhale, B. A., of Fergusson College, Poona, and Mr. Dara S. Sethna, M. A., Acting Principal of Rajaram College, Kolhapur, are candidates for the ensuing election of Fellows of the University.

The Hon'ble Mr. Birdwood unveiled the bust of Dr. T. Cooke, late Principal of the College of Science, Poona, at the college premises on the 14th inst. before a large gathering. The bust with its pedestal has cost Rs. 2,000 and Rs. 7,825 are available for founding an Engineering scholarship in Dr. Cooke's name.

The Matriculation Examination of the Bombay University will take place on Monday the 11th of November and subsequent days. There are in all 3,006 candidates, comprising 2,156 Hindoos, 594 Parsees, 140 Christians, 88 Mahomedans, and 28 Israelites. Of these 3,006 candidates 1,698 (including 984 Hindoos, 529 Parsees, 109 Christians, 56 Mahomedans and 22 Israelites) are to be examined in Bombay, 388 (including 336 Hindoos, 16 Parsees, 20 Christians, 11 Mahomedans and 5 Israelites) are to be examined at Poona, 460 (including 415 Hindoos, 38 Parsees, 6 Mahomedans, and 1 Israelite) are to be examined at Ahmedabad, 323 (including 321 Hindoos and

2 Mahomedans) are to be examined at Belgaum, and 137 (including 100 Sindhees, 17 Parsees, 13 Christians and 13 Mahomedans) are to be examined at Kurrachee.

Last year the total number of candidates was 3,253, the fall in the number this year being due to the re-imposition of the school certificate restriction. The number of female candidates this year is 82 against 59 last year and 64 in the year before. Of these 82 girls 48 are Christians, 30 are Parsees, 3 are Hindoos and 1 is an Israelite. Most of the female candidates have selected French as their second language.

Except at Kurrachee the candidates will be accommodated in temporary mandaps put up for the purpose. In Bombay female candidates will be accommodated in the University Library. The *Times of India* has drawn attention to the hardship to which the candidates are exposed owing to the insufficient protection afforded by such flimsy mandaps and it is to be hoped that the mandaps constructed this year will be such as to keep out the heat and the glare and also to afford protection against any casual shower of rain that may come down while the examination is going on.

The election of University Registrar comes off in December next. The present Registrar, Dr. D. MacDonald, offers himself for re-election but he will have a very formidable competitor in Dr. P. Peterson, who has once more come forward to contest the election.

Correspondence.

TO THE EDITOR OF "THE EDUCATIONAL REVIEW."

SIR,

In the course of an appreciative Review (for which I thank you) of my *Selections from Cowper's Letters* in your August number, the following passage occurs:—"Mr. Webb's Introduction is an excellent piece of work; his criticism is sound and to the point; and if it rather curiously recalls Professor Goldwin Smith's study of Cowper in the *English Men of Letters*, it is none the worse

for that, though perhaps it would have been a little more generous in Mr. Webb to have acknowledged the obligation."

I hope you will allow me to point out that your reviewer has apparently been guilty of an oversight here. On pp. XVI, XVII of my Introduction I have adapted a passage from Professor Goldwin Smith's book, and have duly acknowledged the obligation in a foot-note; but, beyond this, I cannot find that my criticism is indebted to this writer, when two writers are criticising the same author, slight incidental resemblances of treatment are inevitable; but even these are few. Professor Smith, for instance, says that "Cowper never thinks of lending a soul to material nature as Wordsworth and Shelley do;" and I say that "He (Cowper) depicts her (Nature's) outward features with loving fidelity, but sees no soul behind them." Professor Smith, again, says that Cowper's Letters were unpremeditated and not written for publication, and I make the same remarks. But surely such points as these are what would strike any intelligent critic of Cowper's writings, and can hardly be regarded as the exclusive property of Professor Goldwin Smith.

As regards the Letters themselves, Professor Smith's criticisms are confined to a few introductory remarks, his chapter upon that subject being almost entirely made up of copious extracts from the Letters.

My Introduction does not lay claim to any special originality. Much of what it says has been said before; but I do not, I trust, lay myself open to the imputation conveyed by your reviewer in the passage I have quoted above.

9, LANCASTER PLACE, } W. TREGO WEBB.
MARGATE, October 8, 1895. }

Reviews and Notices.

Popular Readings in Science, by JOHN GALL AND D. ROBERTSON, Westminster: Archibald Constable and Co.

Few who are aware of the paucity of popular works on scientific subjects, which can be relied upon as giving accurate information in simple language, will fail to welcome this book. The authors have compressed into 450 agreeably written pages a fund of information on a variety of topics, that, more or less, affect the welfare of mankind. We are told, in the preface, that the aim of the authors is "to present to the general reader some of the more important results

arrived at in the course of scientific discovery," rather than "the methods by which such results have been reached." The book explains in a simple though not in a very elementary manner the main principles of Meteorology, Botany, Light, Darwin's Theory of the "Origin of the Species," Evolution in Chemistry and the Tidal Evolution. The revelations of the spectroscope are enumerated. A few chapters are also added to elucidate the chemical and physical properties of water and gases.

It is unnecessary to enter into a detailed review of the entire work. The authors, after discussing in the opening chapter the various means adopted for measuring the intensity of the solar rays of heat and the various causes which modify it, enter into a consideration of the quantity of moisture contained in the atmosphere, the formation and classification of clouds and their final dissolution into rain. The effects produced by the rotation of the earth on the direction of the air currents flowing towards the poles and the causes which operate to bring about the South-west and North-east Monsoons are fully dealt with. The chapter closes with the quotation of a few statistics (Meteorological) having special reference to India. The chapter on Vegetable Kingdoms affords interesting reading. The beneficial effects exercised by the forests of India on its climate have been set forth in clear and forcible language.

A summary of the Darwinian Theory with the *pros* and *cons* on the validity of the same is given. Extracts from Prof. Huxley's writings, in support of the same theory are fully quoted. A chapter is devoted to "Mimicry," a science, which has for its object the exposition of the principles underlying the resemblance assumed by one species of animal or plant to that of another for protective purposes.

The chapters on the Nebular Theory and Energy contain full information on the origin, constitution, and energetic character of the great luminary—the Sun. The authors have proved in an elegant manner that the store of heat in the sun is well nigh inexhaustible. The chapter on Light next comes in for a share of our attention. We think that the readers will experience little difficulty in grasping the advanced position of this article, as a full explanation of the elementary principles involved is given in the opening pages. We note a material omission in this connection. The beautiful colours displayed by mother-of-pearl and by thin layers of oil on water and thin films of vapour or other gas on crack, in glass; and the twinkling of stars,

Industrial and Social Life, by J. EDWARD PARROTT, M. A., LL.B., London, W. H. Allen & Co. Price 1s.

This little book, in addition to dealing with the Life and Duties of the Citizen, has much to say on Trades Unions, Corporation Societies, Friendly Societies, and on the vexed question of the State and Labour. We think this a wonderful little book for the price. Mr. Parrott who is a successful writer on social subjects, has certainly succeeded in the book before us in putting before the reader a remarkably clear and comprehensive account of the different forms of associations of workers. The book though appealing by its complete title to the general public, is specially intended to cover a certain course of the syllabus prescribed by the Evening School Continuation Code in England. The pupils of such schools, young men and women who have just commenced the great struggle of life, must be undoubtedly benefited by a course of lessons on subjects so practical as those with which Mr. Parrott's book deals. In India the book will appeal chiefly to the students and teachers of Political Economy and so far as the subject goes, we know of no other one work which deals with it so ably and comprehensively as does the little book before us.

"*Primary and Fundamental Truths*," by FREDERIC FANTHOM, F. O. S. F., Calcutta, Thacker, Spink & Co.

This is a small but interesting book of some seventy pages and is written in an easy and pleasant style. It has nothing in it which any person, no matter his sect or creed, may take exception to, for the truths discussed are the same for all religions. The first chapter relates to God as the Creator of all, and is an able defence against atheistical teaching. In the other chapters, the author describes man from the cradle to the grave, and, while doing so, sets forth his moral obligations and duties.

The book is one we should like to see in the hands of all young men, for it belongs to that class of healthy literature of which we cannot have too much.

Educational Intelligence.

MADRAS.

On the evening of Monday the 14th of last month Surgeon-Major J. Smyth, of the local Medical College, delivered on behalf of the members of the Presidency College Literary Society a very interesting and able address on the difficult subject of Heredity. Dr. A. G. Bourne, F. R. S., Professor of Biology, Presidency College, was in the chair.

An Assistant Inspector of Schools, having, at the request of the teachers, carried out an examination of a School on a Sunday, the Director of Public Instruction has issued orders that under no circumstances is such a course to be adopted in the future.

A Public Meeting of the Pachaiyappa's Literary Society was held last month, with the Hon'ble Mr. Crole in the chair, when Dr. Edgar Thurston, Superintendent of the Government Central Museum, read a very interesting paper on "The Museum as a means of Technical Education." The lecturer dwelt at first on the number of visitors to the Madras Museum, and added that the first Saturday of every month was closed to the public, as on that day *Gosha* and Hindu females alone, were admitted as visitors and that he was glad to find that the Museum was taking its fair share in the advancement of female education. He then proceeded to show how the Museum was the means of imparting technical education to the public and dwelt on the several sections of that institution, illustrating his remarks with exhibits. The Chairman remarked that on two former occasions he had spoken on the subject of Technical Education and had explained that he was not against general education. He said that there were three subjects he wished to be carried out before he left the country, and these were Technical education, Mahomedan education, and Female education. Speaking of Female education, the Hon'ble Mr. Crole pointed out how absolutely essential Female education was. In conclusion he took occasion to remark that it was a waste of time to give a University education to all young men instead of an education which would suit them for their several vocations in after-life.

A Meeting of those interested in the memorial to the late Mr. H. B. Grigg was held on Friday, the 11th October, at the Presidency College Hall, with Archbishop Colgan in the chair. Dr. Duncan, who was called upon by the Chairman to propose the form the memorial should take, said that about six or seven months ago, Mr. and Mrs. Grigg took an active part, in a similar meeting to perpetuate the memory of the late Mrs. Sathianadhan. By Mr. Grigg's death South India had lost one of the best friends it ever had. The question of perpetuating the memory of Mr. Grigg was first moved by Mr. Turner to the Hon'ble Mr. Bliss in a letter. The memorial circular was sympathetically accepted by all. A movement had been set on foot in Travancore for another memorial. Dr. Duncan saw no reason why they should not have one. Mr. Grigg worshipped in St. Stephen's Church, at Ootacamund, and Dr. Duncan suggested that the memorial should take the form of a tablet to be placed within its walls. If the sum collected was small, a prize might be founded, otherwise a scholarship. With these remarks Dr. Duncan moved the following proposition, which was seconded by the Rev. C. Cooper and carried *nem con*:—"That in the opinion of this meeting it is desirable to perpetuate the memory of the late Mr. Henry Bidewell Grigg, B.C.I.E., by the

erection of a brass tablet in St. Stephen's Church, Ootacamund, and by the founding of a scholarship or prize in connection with one of the educational movements which he had so much at heart." The next proposition, which was proposed by the Hon'ble Mr. Sturrock, seconded by Rajah Sir Ramaswami Mudaliar and carried unanimously, was to the effect "that subscribers be at liberty to specify whether their subscriptions shall be devoted wholly or in part to the erection of a tablet or to the foundation of a prize or Scholarship, it being understood that unless otherwise specified by the donors any amount received for the tablet in excess of the sum required will be devoted to the general memorial." Raj Bahadur V. Krishnama Chariar in a lengthy speech, in which he touched upon the innumerable benefits Indians had derived from the exertions of Mr. Grieg especially in the matter of Physical education, proposed the following resolution, which was seconded by Mr. J. H. Stone and carried *non conc.* "That the following gentlemen be requested to form themselves into a committee, with power to add to their number for the purpose of collecting subscriptions and giving effect to the foregoing resolutions. The Hon'ble Mr. A. T. Arundel, I. C. S., Surgeon-Lieut.-Col. A. M. Branfoot, Rev. Charles Cooper, M. A., the Hon'ble Dr. Duncan, M. A., D.Sc., Mr. B. Hanumantha Rao, B. A., Mr. J. R. Henderson, M. B., the Rev. J. T. Lawrence, M. A., Raj Bahadur V. Krishnama Chariar, Right Rev. T. Meyer, D.D., Mr. S. Rungiah Chetty, B.A., Rajah Sir S. Ramaswami Mudaliar, Kt., C. I. E., Mr. A. Sankariah, B. A., Surgeon-General C. Sibthorpe, the Hon'ble Mr. S. Srinivasa Raghavaiyengar, C. I. E., Raj Bahadur V. Sreenivasa Aiyar, B. A., the Hon'ble Mr. J. Sturrock, I. C. S., Mr. J. H. Stone, M. A., Mr. J. L. Walker and the Ven'ble the Archdeacon W. W. Elwes." The Hon'ble Mr. Justice Best proposed a vote of thanks to the Chairman and the meeting terminated.

The Hon'ble the Rev. William Miller is expected to arrive here from Scotland on the 17th instant.

WITH a view to encourage the study of Indian Palæography the Government of Madras has instituted an annual prize of the value of Rs. 500.

1. The prize shall be awarded annually for the best essay or dissertation on a subject connected with Indian Palæography written by a graduate of any Faculty of the Madras University. The selection of the precise subject shall be left to the candidate.
2. The essay must be written in the English language, and for purposes of verification it must give precise references to any authorities that may be quoted or relied on.
3. The essay must reach the Registrar of the University not later than the 15th October.
4. No essay will be considered worthy of the prize which does not contain evidence of original research and independent thought. Should there be only one competing essay the prize shall nevertheless be awarded, provided that such essay is of decided merit and contains clear evidence that the author has made a real study of the subject.

5. The prize shall be awarded by the Syndicate on the recommendation of a Board of not less than three examiners specially appointed by that body. In the event of the examiners not being able to come to an agreement, the Syndicate may appoint an additional examiner or additional examiners.

6. The essay declared worthy of the prize shall be published at the cost of Government.
7. The prize shall not be awarded more than once to the same individual.

These rules are approved by Government: but the subject of the essay has been restricted to South Indian Palæography. The prize remains at the present figure—Rs. 500—and is open to all graduates. The Director of Public Instruction has been requested to state whether, in his opinion, the adjudication of the award should be left to the Syndicate, or whether the essays might not be collected by him and sent to the Government Epigraphist for valuation. Any necessary expenditure involved in valuing the essays will be met by Government. The B. A. prize of Rs. 50 for Palæography will be discontinued.

A MEETING of the Senate of the University of Madras was held on Friday the 25th of last month in the Senate House. A committee consisting of the Hon'ble Dr. Duncan, the Hon'ble Mr. Justice Subramania Iyer, Dr. W. H. Wilson, the Hon'ble Mr. Justice Shephard, and the Hon'ble Mr. Bashyam Iyengar, was elected for the purpose of nominating not more than two persons for the election of the office of Registrar. The Hon'ble Mr. Justice Shephard moved a proposition which relieves the students who entered their medical studies prior to 1893 and failed to secure a pass in the L. M. and S. Examination, from the necessity of passing the F. A. Examination before appearing for the L. M. and S. of 1895. This proposition modifies the previous *ultra vires*. Dr. W. H. Wilson moved a proposition for the enlargement of the Syndicate by raising the number of Syndics from 8 to 11. He pointed out that no less than 20 years had elapsed since the Syndicate was last enlarged. Comparing the present position of the University with its position 20 years ago, Dr. Wilson said that there had been an enormous growth and expansion in the University, and this, he maintained, meant a very great improvement in the work which the Syndicate had to perform as the executive body of the University. The Syndicate of the Madras University was smaller than that of any other Indian University. In Bombay and Calcutta Syndicates there were three members more than in Madras. In the two modern Universities of Allahabad and the Punjab, which ought to be expected to have profited by the experience gained in the working of the older Universities, the Syndicate was much larger than in Madras, Calcutta, or Bombay. Dr. Wilson further observed that the Syndicate could not do its work as

efficiently as could be desired, as the Senate usually elected gentlemen who either had very little time to give to the affairs of the University or had very little acquaintance with its work. Dr. Wilson's proposition was seconded by the Hon'ble Mr. Justice Subramania Iyer, and supported by Mr. A. Sankariah. The opposition was led by the Hon'ble Mr. Justice Shephard, who declared that sufficient reasons had not been adduced in favour of the proposed change. After some discussion, the proposition was put to votes with the result that it was lost by a majority of two.

At its last meeting, which was held on the 1st instant, the Senate of the Madras University accepted with thanks the offer of gold medals to be awarded to students who fulfilled certain conditions with regard to certain examinations conducted by the Madras University. The chief of these was the "Krupabhai Saththianadhan Memorial Medal," for the establishment of which the Krupabhai Saththianadhan Memorial Committee has offered an endowment of Rs. 1,300. The gold medal, valued at Rs. 40, will be awarded to the native female candidate who in passing the Matriculation Examination secures the highest number of marks in English. The "Canthuess Prize" endowment fund was increased by Rs. 400 and Mr. Robert Fisher of Madura has given a gold medal to be awarded to the student of Madura College who secured the highest number of marks in Mathematics at the last F. A. Examination. The terms of affiliation with the Cambridge University have been referred to a Committee consisting of Messrs. J. H. Stone, S. Saththianadhan, A. G. Bourne, B. Hanumantha Rao, and the Hon'ble Mr. Justice Shephard to report upon.

A Silver Medal Competition will be held by the Madras Shorthand Writers' Association at the Church of Scotland Mission College, Madras, at 10 A.M., on Saturday, the 11th January 1896. The object of the competition is to encourage the more efficient practice of Phonography by members, and to promote the objects of the Association generally. This note the objects of the Association generally. This competition is not to be confounded with the competition for Sir Isaac Pitman & Sons' silver and bronze medals held periodically by the Association. The fact that one of their own number has generously come forward to offer a silver medal for competition will, it is hoped, stimulate members to better efforts to raise their efficiency as Phonographers and their station in life. The name of the donor will be suitably announced later on. Competitors are requested to forward the application to the Secretary, with an entrance fee of one rupee, before the 1st December 1895, on and after which date no application will be received.

On Saturday, the 26th of last month, the Mahomedan Education Association, Salem, was formally inaugurated in the Town Hall by a lecture delivered by Mr. Azizuddin, Deputy Collector. Mr. Stokes, the Collector of Salem, presided. The Hon'ble Dr. Duncan and Mrs. Duncan were among those

present. Speeches were made by Dr. Duncan and the Chairman in support of the cause of Mahomedan education.

The proposal of the Director of Public Instruction to accommodate the Library of the Madras Literary Society, in the Victoria Technical Institute buildings, has been sanctioned by Government.

The distribution of prizes to the successful students of the Victoria College, Palghat, for the year 1894-95 took place on Friday the 25th of last month. Mr. J. Hewetson, I. C. S., the Acting Collector of the District, was in the chair.

"The sum of Rs. 1,000 presented by Her Highness the Princess of Tanjore, for instituting a scholarship in memory of Her Royal Highness the late Princess Alice, having increased to Rs. 1,800 owing to the non-utilisation of the interest for certain periods in the absence of deserving candidates, this sum has been invested in the name of the Treasurer of Charitable Endowments in pursuance of the above object, and the interest will be made payable at the Bank of Madras upon the order of the Director of Public Instruction for the time being. 2. The scholarship shall be called 'The Princess Alice Scholarship' and shall be tenable for three years. 3. The value of the scholarship shall be Rs. 4 during the first year, Rs. 5 during the second year, and Rs. 6 during the third year, and the amount shall be paid monthly to the holder of the scholarship. 4. The scholarship shall be open to Hindu, Mahomedan and Christian girls, being natives of the Tanjore District, and shall be awarded, when a vacancy occurs, to the girl who stands highest in the District in the Primary Examination in the compulsory and two optional subjects in the year in which the vacancy occurs. 5. The holder of the scholarship shall be required to continue her studies for three years in any recognised school in which provision is made for teaching up to the Lower Secondary Examination. 6. The scholarship shall be awarded by the Director of Public Instruction on the recommendation of the Inspectress of Girls' Schools, Southern Circle, and may be suspended or withdrawn by the same officer on a report from the Inspectress of irregular attendance, negligence in study, or bad conduct on the part of the holder thereof." Government approves of these revised rules generally and accepts the recommendation in para. 4 on the understanding that the scholarship will become vacant before the publication of the results of the next Primary Examination.

The Presidency College Literary Society has been for some time past doing excellent work both for its own and for the public good by inviting gentlemen of light and leading to deliver addresses on subjects in which they take a keen interest or on which they are well qualified to speak. At the Anniversary meeting of the above society which was held in the Presidency College Hall on the 8th inst. with His Excellency the Governor in the chair, the Hon'ble

Mr. J. Sturrock addressed a large and influential gathering on the trite, but none the less important subject of "The attitude of Hindu men towards the education of Hindu Women." As the Hon'ble Mr. Sturrock himself observed at the very beginning of his lecture, "in matters of great moment constant iteration is frequently not without effect and new attention may sometimes be aroused by even a slightly varied presentation of a familiar subject." Mr. Sturrock's address is a very able paper, containing many shrewd and practical remarks, and we are sure that the words of wisdom that fell from his lips have not been thrown away on such a cultured audience as the one he was immediately addressing. It was very kind of Mr. Sturrock to have found time amidst the many engagements of his busy official life to give to his Indian brethren the benefit of his culture and experience in the matter of what to them is a subject of vital importance.

BOMBAY.

We notice that the Baroda College has started a monthly periodical under the name of 'The Baroda College Miscellany.' It is a creditable attempt on the part of the College authorities to encourage the students in expressing their ideas in English and in the vernacular. Of the vernacular we are no judge, but in the English portion of the 'Miscellany' we notice many printer's errors, crudities and unconventional language. The articles are by no means lacking in ideas which, on occasion, are very well expressed. We hope the authorities and the students will persevere with the venture. With due supervision 'The Baroda College Miscellany' will prove a great boon to the students.

MR. KARKARIA has issued a reprint from the *Calcutta Review* of his Memoir of the late Mr. Justice Telang. The public is indebted to the author for this valuable record of what was eminently a noble life.

At the request of H. H. the Maharajah Sahib of Idar, who is an old pupil and friend of Mr. Macnaghten, Principal of the Rajkumar College, Rajkote, Mr. and Mrs. Macnaghten paid a visit to Idar in the last week of October. The most important functions that were performed by them during their stay at Idar were the laying of the foundation-stone of the Macnaghten High School and the distribution of prizes to the boys of the Anglo-Vernacular and Gujarati schools, and to the girls of the Kanyashala. The ceremony of laying the foundation-stone came off on the 24th ultimo, and the proceedings began by H. H. the Maharajah reading a short address in which he explained the circumstances which have led to the raising of the Anglo-Vernacular school to the grade of a High School, and pointed out the first desideratum was a school house, the present school building being too small to meet the wants of a High School. In conclusion he requested Mr. Macnaghten to lay the foundation-stone of the new

building, and to allow his name to be associated with it by calling it the "Macnaghten High School." After the foundation-stone was laid, Mr. Macnaghten addressed the assembled audience at some length. He said:—"I am bold to affirm that anything that makes for education, in the word's full sense, will be, and must be, good. I think we have all heard hard things said against education in India and elsewhere, and sometimes with some appearance of justice; but I think the real reason why fault has been found is, not that we have had too much education, but that we have had too little. It has not been carried to its full and proper end. The end and result of true education should be to make us humble, to draw us out of ourselves to higher and better things, and (that perhaps amounts to the same thing) to give us a right judgment in all things. And I think it has been our common experience that the best of scholars have been the most modest as well as the wisest of men. But education which leads to conceit or insubordination or infidelity—and do we not sometimes see instances of this kind?—must be considered to have missed its mark, or else to be very imperfect indeed: it has not reached its true aim at all. So, to draw these remarks to a practical conclusion, I should like to give this chief advice to the boys who are here before us. Do not be satisfied with the education which has begun in this school, or even with passing the Matriculation, or with a B.A. ship, or other degrees, but go on, and on, teaching yourself, voluntary pupil at the feet of education, and so growing each day wiser and humbler, until your life shall end. Education only begins at school: it ends only when life ends. It is a common saying that every thing comes to him who waits. But even more comes to him who works steadily and patiently for his own improvement. So let us work, and despair not."

On the 22nd October last, Her Excellency Lady Sandhurst laid the foundation-stone of the New Divinity School in connection with the Church Mission Society's Mission and Church in Poona.

The election of two Fellows of the University of Bombay will be held in the Sir Cowasji Jehangheer Hall on Monday, the 27th January next, between the hours of 3 and 6 o'clock P. M. All graduates of the University who have obtained the highest existing degree in any Faculty, or who have obtained two degrees, one of which is in the Faculty of Arts, are entitled to vote at the election.

BENGAL.

THAT worthy Institution—the Calcutta Deaf and Dumb School—which was started under such unpretentious circumstances in 1893, has developed in a wonderful manner. Starting with two pupils, the school had on its rolls at the commencement of the past year eleven, which number rose to 21 at its close. The method of teaching is that known technically as the German method, or lip-reading, by

&c., are phenomena of every-day observation. Yet how few people are able to account for them.

Last is the chapter on water. The history of the several important experiments carried on by different men during the past century is given at greater length than is warranted by the size of the book. The authors in the course of a long discourse on Bacteria have proved that they are of a vegetable origin and that they multiply by Cross-division. An instructive and diverting account of their life-history, classification and the modes of research is also given.

A few pages of glossary and index add further to the value of the book. As a work of reference and as one which has condensed so many interesting topics into a small compass, this book must take a high place. But we are disposed to think that it is rather incomplete in that the authors have failed to include so much of the elementary principles of Chemistry and Physics as is of importance to enable the readers to grasp the specialized sections. The authors, as they have told us in the preface, tried to remedy this defect by explaining such principles wherever they are found necessary. But we cannot say that they achieved their end by resorting to this plan. Throughout we have noticed references to some of the fundamental principles of the physical and the natural sciences, such as, the laws of falling bodies, the numerical values of the acceleration of gravity at different points of the earth's surface, the cooling due to the expansion of gases, the greater density of pure dry air as compared with that of moist air, the liberation of molecular energy when the volume of a body contracts and the conversion of that molecular energy into heat. We note moreover that in many places there is no attempt on the part of the authors to explain such difficulties. Often the explanations, when offered, are given in few words or disposed of abruptly in a parenthesis. But for these shortcomings, a circumstance which does not go far towards detracting from the popular character of the book, it deserves ready welcome. The authors do not seem to have spared any pains to bring the book well up to date, though we are told on page 187 that Fluorine has not probably been isolated. Fluorine was isolated as far back as 1886 by Mr. Moissan.

We have no hesitation in recommending the book for a place in the library of every college and school.

A few excellent woodcuts, diagrams and sketches to illustrate structural points add also to the value of the book.

A Lecture on the Study of History, BY LORD ACTON, M.A., D. C. L. London, Macmillan & Co. 1895. Price 2s. 6d.

Messrs. Macmillan have done well in putting into book form the inaugural lecture delivered by Lord Acton as Professor of History at Cambridge. The value of the lectures in a permanent shape has been enhanced by the addition of numerous notes elucidatory of the text. They attest the extent of Lord Acton's reading, covering as the latter do a wide range of foreign authors, mediæval and modern. In this connection there is rather a formidable number of errata dealing with German and French quotations. The opening paragraph affords a striking illustration of the disabilities under which all outside the Established Church laboured a few years ago. It is a piece of personal history, too, which is worth quoting. "I look back," says Lord Acton, "to-day to a time before the middle of the century, when I was reading at Edinburgh, and fervently wished to come to this University. At three colleges I applied for admission, and, as things then were, I was refused by all. Here, from the first, I vainly fixed my hopes, and here, in a happier hour, after five-and-forty years, they are at last fulfilled." The Lecture will be found to be well worth perusal by other than historical students. It deals fully with the unity and importance of modern history carefully distinguishing this latter from contemporary history. "The living do not give up their secrets, with the candour of the dead; one key is always excepted, and a generation passes before we can ensure accuracy..... Even of a thing so memorable as the war of 1870, the true cause is still obscure; much that we believed has been scattered to the winds in the last six months, and further revelations by two important witnesses are expected immediately." The importance of modern history is insisted on in that "it is a narrative told of ourselves, the record of a life which is our own, of efforts not yet abandoned to repose, of problems that still entangle the feet and vex the hearts of men." Lord Acton's remarks on the critical method are particularly noteworthy. "The accession of the critic in the place of the indefatigable compiler, of the artist in coloured narrative, the skilled limner of character, the persuasive advocate of good, or other, causes, amounts to a transfer of Government, to a change of dynasty, in the historic realm." The method of the critic is next well described, and it is consoling to Englishmen to hear from so good an authority as Lord Acton that "when we are told that England is behind the Continent in critical faculty, we must admit that this is true as to quantity, not as to

quality of work." The few pages (48-51) which deal with Ranke, the master and friend of Lord Acton, are of exceptional interest. "Essay him (Ranke) last in 1877, when he was feeble, sunken, and almost blind, and scarcely able to read or write. He uttered his farewell with kindly emotion, and I feared that the next I should hear of him would be the news of his death. Two years later he began a Universal History which is not without traces of weakness, but which, composed after the age of eighty-three, and carried, in seventeen volumes, far into the Middle Ages, brings to a close the most astonishing career in literature." We have quoted enough to show the scope of Lord Acton's lecture, his cultured style and firm grasp of his subject.

Readings in Tamil, BY S. RADHAKRISHNA AIYAR, B.A., (Messrs. Srinivasa, Varadachari and Co.) Madras.

Mr. S. Radhakrishna Aiyar, B.A., well-known to the public as the author of two excellent books on Arithmetic and Algebra, has now brought out *Tamil Readers* for the use of the 4th and 5th forms of our High Schools. Unlike the usual publications in Tamil, they are beautifully printed and got-up, and the young student will think it a privilege to handle them. The selections have been very carefully made and cover a wide range. The specimens given from the different poets are such as will invite the student to a closer acquaintance with their works and are seldom above the standard. The prose selections must also be considered satisfactory, and we feel thankful to the editor for the opportunity he has afforded us for making our acquaintance with the best names in modern Tamil prose, like those of Messrs. Arumugam Navalar, Swaminatha Aiyar, Sundaram Pillai, and Damodaram Pillai. The art of combining pleasure and instruction as freely employed in ancient Tamil literature and as warmly advocated by the educationists of to-day has largely been followed, even scientific contributions being written in a popular style. It may however be added that the articles on natural science are too few and their number might have been increased with advantage. Nevertheless, the publications seem to us to be very well adapted as text-books, and managers and teachers of schools will do well to see to their introduction in their institutions. Besides serving as text-books, they are also well-calculated to find favour with the public at large and promise to take a permanent place by the side of books like Vinodarasamanjari in the current popular literature of the Tamil country.

Peasant Rents. The first half of an Essay on the Distribution of Wealth and on the sources of Taxation, BY RICHARD JONES, 1831. *Economic Classics, Macmillan & Co. 1895. Price 3s.*

The Essay on Peasant Rents, by Richard Jones, is the fifth in the series of Economic Classics, now being issued by Messrs. Macmillan. In his day, Richard Jones was a well-known authority on economic subjects. He succeeded Malthus as Professor of Political Economy and History at the East India College at Haileybury. The Essay before us was described by John Stuart Mill as "a copious repertory of valuable facts on the landed tenures of different countries." Chapter II. gives an account of the origin and prevalence of Labour or Serf Rents in various parts of Europe. Metayer Rents are fully discussed, and Chapter IV. deals with the subject of Ryot Rents in India, Persia, Turkey and China. Considering that for twenty years Mr. Jones' work brought him into close connection with Indian officials, we naturally expected a fuller account of the Indian Ryot than the four or five pages Mr. Jones devotes to that particular subject, can give. He accounts for their origin in a general sort of way and makes no attempt to specify the different tenures that exist in different parts of India. Chapter V. deals with the decreasingly important subject of Cottier Rents, while the essay closes with an account of Peasant Rents in general. The book is eminently readable even at this time, and will certainly repay perusal on the part of those who are interested in the question of Land Tenures, and in the historical development of that question.

Comparative View of the Governments of the United States, France, England and Germany, BY J. WENZEL, London. Isbister & Co. 1895. Price 1s.

In this useful little work, the Executive and Legislative Departments of the Governments of the United States, France, England and Germany are concisely arranged in four parallel columns. There can be no doubt that the arrangement will prove useful in fixing in the mind the leading facts of these Governments, of which facts, it is our experience, there exists generally an almost incredible amount of ignorance even among otherwise educated people. Under the respective heads of Constitution, Chief Magistrate or Sovereign, Cabinet, Congress or Parliament, the governments of the above four typical countries are concisely, but sufficiently, defined. We particularly recommend the work to students whose optional subject is history. We think they will not regret the small outlay.

which the pupils are taught to articulate words and sentences by imitating the movements of the lips of their teachers. They are also taught reading, writing, and arithmetic, as well as drawing, painting and tailoring. Many of the boys have already learnt to utter more than one hundred names of the objects of ordinary use, whilst a few can articulate short sentences, and some can read easy Bengali books. Some of the boys have evinced a wonderful progress in hand-writing, both English and Bengali, while in arithmetic they have worked as far as the first four simple rules. The boys, it is said, generally show a marked aptitude for drawing. One is learning painting, some are learning the use of the sewing machine, and two boys have joined a class for learning the trade of a goldsmith, the most interesting feature of which is that the teacher is himself a deaf mute. Taken together, the school is doing excellent work, and should commend itself to all interested in the amelioration of the condition of afflicted humanity.

As in Madras, so in Calcutta, a University Union has been started. Unlike the Society for the Higher Training of Young Men, it will not exclude politics from the pale of its discussion. The Association began its debates by taking up a social question of great importance. A meeting of the Society was held recently at the Albert Hall. Babu Surendra-nath Banerjee was in the chair. After an animated debate which lasted for more than an hour and a half, in which the students took a very prominent share, the following Resolution was adopted:—"That this meeting deplores the extravagant expenses in connection with Hindu marriages and hopes that the time is not distant when more economy will be observed in this direction."

NORTH-WEST PROVINCES.

His Honor the Lieutenant-Governor of the North-West Provinces and Oudh laid on the 23rd of last month the foundation-stone of the Arya Samaj Orphanage, Bareilly.

THE Director of the Imperial Forest School, Dehra Dun, and his staff having noticed the difficulty which the students experience in intelligently assimilating the lectures with which the School course commences, and which deal with technical subjects in their relation to the practice of forestry, proposed following the example of the Forest Schools of Europe, that the students should join the School each year on the 15th April instead of on the 1st July, in order that they might commence their studies with practical work in the forests under an instructor, and thus become to some extent familiar with the forests and the nature of the work to be done in them, as a preliminary to the study in the class-room of sylviculture and forest-mathematics.

Under this proposal, which has received the approval of the Government of India, and to which effect will be given from the beginning of the year 1897, the School course will last 2½ instead of 2

months as at present; and it will be necessary to hold the examination for entrance into the School in January instead of in March. The additional expenditure entailed on each student by the change will be as follows:—

	Rs.
(a) For a European student of the Upper Class.	112½
(b) " Native " " " " "	87½
(c) " " " " " " Lower.	70

2. The Government of India have also approved of a recommendation by the Board of Control that Rule 15 of the Forest School Rules should be amended, so as to allow of candidates for the Lower Class who are already in Government service being admitted into the School, even though they may be 25 years of age or over and may have been in the Subordinate Forest Service for less than three years. The conditions now imposed by Rule 13 (ii), (a) and (c), may therefore be waived by a special order of the Local Government or Administration in the case of any Government student whom it may be in future proposed to send to the Lower Class.

3. It has also been found desirable to make some other small corrections of minor importance in the rules. The alterations effected in the rules will not take effect till the 1st January 1897; but the amendments made in the remaining rules will come into force on and after the 1st January 1896.

FOREIGN.

At a largely attended meeting of the executive committee of the National Education Association, England, held on the 8th of last month, the following resolution was unanimously passed:—"That this Association, while welcoming any proposals for improving public elementary education, is strongly of opinion that, in view of the proposals now prominently before the country in which demands are made for further public aid to schools under private and mainly clerical management, all its friends should resist to the utmost any proposed grants which are not coupled with increased conditions of efficiency, and which do not secure, especially in rural districts, that the schools to which all must send their children shall be under the effective management of the local community."

MRS. HENRY SIDGWICK, Principal of Newnham College, Cambridge, on Tuesday the 8th October opened the new Aberdare Hall, Cardiff, erected as a place of residence for lady students at the University College of South Wales and Monmouthshire. The chair was occupied by Principal V. Jones of the University College. Mrs. Sidgwick, having formally declared the building open, unveiled a portrait of Dowager Lady Aberdare, to whose valuable services and those of her deceased husband in connection with that hall she paid a warm tribute. She referred to the value of such an institution, and gave it as her opinion that in the matter of facilities for providing University education Cardiff was ahead

hygiene and improvement in dwellings and in the arts of life may be taught with the best results. There is, therefore, a wide field for the education of even the lowest races without throwing a great strain on their mental powers."

These utterances before the British Association produced a profound impression. He said the Europeanized Egyptian had, like a piece of blotting paper, absorbed some of the features of our civilization—often the injurious. The reading, writing, and arithmetic thrust on him had made him silly and had undermined his health.

THE *Educational Times* considers one of the greatest needs in modern education to be a more systematic and practical instruction in commercial subjects. "Some advance has been made within the past five years, but it is still true that our merchants are often worsted in the international markets through their linguistic inferiority. It ought to be held just as foolish to set up as a merchant without knowing French and German as it would be to jump into the water without knowing how to swim. Excellent work seems to be done by the Cowper Street (Old Boys') Club, by means of its classes for salesmen."

The range of subjects is a wide one. Elocution is included on the ground that the cultivation of the voice is of the first importance for a business man, and the ability to express one's thoughts clearly and effectively is essential in a salesman. Languages are taught on a "mastering" system. Commercial conversations are arranged as between buyers and sellers, merchant and clerk, in the foreign tongue. Mock auctions are instituted, in which every student is expected to bid or offer some object for sale. Shorthand is another subject, and such rough sketching is taught as may assist a salesman in his description of an article. Combinations in colours, textiles, and designs are also dealt with in this class as far as they appeal to the respective trades of the students. Trade lectures are also given, and are supplemented, when possible by practical work, where the student is taught to microscopically examine, analyse, or produce the finished article he is dealing with. Visits to factories and stores are organized, and trade chats are brought about with manufacturers.

This is excellent training. Our schools and technical institutes are too often satisfied with the teaching of French, German, and Book-keeping, out of printed books. That is not half thorough enough.

ELEMENTARY SCHOOLS FOR EGYPTIAN GIRLS.—A movement has been started in Egypt for improving the education of Egyptian girls. A small elementary Government school will be opened shortly at Cairo, where the girls will have opportunities of obtaining a good education. It has been decided to place an English teacher at the head of the school, and the appointment has just been made. The successful candidate, Miss Alice Forbes, was educated

partly in France, received her professional training at the Cambridge Teachers' College, and was for some years a successful teacher in a girls' school at Port Elizabeth, South Africa.

A "Spectator" from Hoshangabad, Central Provinces, writes to us:—"The importance of well-regulated exercise and its moral and intellectual influence upon the minds of pupils are well being recognised now-a-days. It was highly desirable to secure a greater union and cohesion among the pupils of different English Schools of this district by inviting them to compete in Physical games and exercises and we are highly pleased to see that a competition in Drill, Gymnastics, &c., &c., will be held in the next month among the selected students of the Sohagpur, Seoni, Harda and Hoshangabad Middle and High Schools. The prizes of Rs. 200 which are to be distributed among the most successful candidates will be surely conducive to create a great taste for manly exercises. The Deputy Commissioner and two other European officers come daily to see the preparations made for the said occasion and it is a matter of great congratulation to see that the physical Education of our pupils should receive such a sympathy and encouragement at the hands of the officers not directly connected with the cause of Education."

ACKNOWLEDGMENTS.

We beg to acknowledge with thanks the receipt of the following remittances on account of the **EDUCATIONAL REVIEW** during August—September 1895.

	RS.	S.	P.
The Headmaster, High School, Nasik...	5	0	0
The Rev. G. Arumanayagam, B. A., Vepery ...	5	0	0
V. Venkayya, Esq., M. A., Bangalore...	5	0	0
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The Principal, Wes. Mis. College, Royapet ...	5	0	0
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A. S. Muhammad Hussain Saib, Esq., Rajahmundry ...	5	0	0

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All contributions, books for Review, &c., should be addressed to the Editor, Mysore. Articles and communications intended for publication in the succeeding issue, should, as far as possible, reach the Editor not later than the 20th of the month. The Editor solicits contributions on all subjects of educational interest.

All remittances and communications regarding advertisements should be forwarded to the Publishers, EDUCATIONAL REVIEW Office, No. 4, Mount Road, Madras.

PUBLISHERS' NOTICE.

Such of our subscribers as have not yet remitted their subscriptions are requested to do so at an early date.

The Educational Review.

We are glad to see that Lord Sandhurst, the Governor of Bombay, has been making an inspection of the Primary Schools which are maintained by the Bombay Municipality. We had occasion to

notice that Lord Harris towards the close of his term of office had increased the annual grant to Primary education by Rs. 25,000. The Municipality deserves some credit for the endeavours it has made to deal with the question of primary education in Bombay. It has forty-two schools on which it spends over Rs. 30,000 annually. The recent visit of Lord Sandhurst to as many as eleven primary schools will certainly result in encouraging the Municipality to greater efforts towards securing better accommodation in their schools. Lord Sandhurst, who, as a member of the London School Board, acquired some experience of the question of Elementary education, is a great believer in the desirability of securing improved accommodation and ventilation in our Indian schools. In his recent speech when laying the foundation-stone of the Poona Technical School he expressed his satisfaction that the School Board did not forget that it was absolutely necessary to have roomy and well ventilated schools, for unless there was sufficient ventilation in a country like India, pupils would be apt to become dull and apathetic. But in Bombay, as in Madras, it would seem

both of Cambridge and Oxford. Addresses were then delivered by several of the ladies and gentlemen present on the occasion. Mr. John Cory, the Treasurer, stated that there had been expended on the hall £9,400, and that there was still a deficiency of £5,000.

On the recommendation of the Secretary for Scotland, the Queen has appointed Mr. George E. B. Saintsbury, M.A., Merton College, Oxford, to be Professor of Rhetoric and English Literature in the University of Edinburgh.

The question of degrees for women is not allowed to sleep. At a recent meeting of the governing body of the Flintshire Intermediate schools, a resolution was adopted to the effect that the withholding of degrees from women on the mere ground of sex is not only an injustice to individuals, but unfair to the educational institutions over which they may be called to preside, and prejudicial to the highest interests of learning. The governing body asked the University of Cambridge, and other Universities to declare themselves for equality of treatment in the matter of academic degrees, and to take such steps as may be necessary to secure to women their legitimate honours.

The general trend of affairs towards socialism cannot be denied—least of all in educational matters. And every extension of free education makes for the principle that it is for the benefit of the nation to look after the training of children at the cost of the nation, in cases where parents themselves refuse to recognise, or are unable to perform, their obvious duty. This reflection is suggested by the recent experiment of the London Board in establishing an industrial school, where children from the neighbourhood of Drury Lane shall be clothed, fed, and educated at the cost of the ratepayers. We think the principle a sound one. And, even from the ratepayer's point of view, it is probably cheaper to train a child for a few years than afterwards to keep the man or woman for many years in prison, hospital, or work-house. But there is some truth on the other side of the matter. We quote the *Times*: "There was a strong minority of members who opposed the scheme, which was described as a gigantic feeding scheme of socialistic character with the one qualification of poverty."—*Journal of Education* (LONDON.)

We take the following from the *London Journal of Education*. The Scandinavian School Congress, which meets in rotation at the three capitals at intervals of five years, had its seventh meeting on the 6th, 7th and 8th August last, at Stockholm; and was attended by nearly 7,000 teachers from Sweden, Denmark, Norway and Finland. Nearly fifty papers were read and discussed during the three days. The interest displayed was not confined to the teachers, but was also shared by the State authorities. King Oscar II. sent his warmest greetings; one of the most celebrated bishops of Sweden, Bishop Billing, preached the opening sermon; the Minister

of Public Instruction took part in the meetings; whilst Prefect Thunpander, the leader of the Free-traders, who was a few years ago the President of the Swedish Cabinet, now presided over the proceedings of the Congress. As to the significance of the Congress, it might be found for the most part in the impression of different kinds received by those present and in the friendships formed and renewed. But in one respect especially the Congress was of great importance. Norway and Sweden have not been lately on the best of terms, and a few months ago passion ran so high that war might have broken out any day. Happily the friendly meeting between Norwegian and Swedish teachers has undoubtedly contributed to remove this danger. It was the unanimous opinion, as the teachers bade one another good-bye, that they should teach not only the school children but their grown-up neighbours that a war between Norway and Sweden would be a fratricide.

The work of the Seeley lecturers seems extending, branch Associations being formed in Edinburgh and other important towns. The aims of the Society are to bring home to all minds the importance of the British Empire; to tell the story of British enterprise in every part of the world; to recall those achievements of order and justice which have put a crown of glory on the British power in India and elsewhere; to show that upon co-operation throughout the Empire depends the continuance of the British supremacy at sea; finally, to impress upon the public conscience the greatness of the responsibility now confronting the British race by its imperial inheritance, and to discuss the means whereby this joint responsibility can be best discharged. It is not possible to conceive a more fitting memorial to the deceased professor than the work this body of lecturers has set itself to accomplish.

In response to the invitation of the Hackney Teachers' Association, a large number of members of the National Union of Teachers met in the Town Hall to protest against any form of examination in Elementary Schools, believing such examination to be detrimental to the best interests of both scholars and schools, and that, further more, it frequently is no correct test of the work done in schools.

Educational Notes.

VOLAPUK, it appears, is not dead. The effort to make it a living and universal language has found so many friends at Conrai, in Belgium, that a society of "Volapukists" has been formed. It is about to prove its vitality by holding an exhibition of books, music, and correspondence in Volapuk, gathered from all quarters of the globe. Arrangements are also made for giving lessons in the new language, which, it is claimed, can be learned in 10 or 12 months.

It is a difficult matter to distinguish between trained and untrained teachers. As popularly understood the trained teacher is one who has gone through a training college course for two years, failing this the teacher is untrained. This is rather a hard and fast line to go by. Many teachers, who have proved themselves most successful, have not been through the training college, and yet they are competent to impart that instruction to the children which is required by the Education Department, and is necessary for the well-being of the children under their charge. Many of the so-called acting teachers have matriculated—some have secured their B.A., and passed many other examinations—which show their high qualification from an intellectual point of view, and their training in the art of teaching has as a rule been thorough and varied. They have been exercised in the work continuously since their apprenticeship. Surely this is sufficient training. It is well-known that many Queen's scholars are unable to enter a Training College in consequence of the plethora of applicants seeking admission. Some are debarred through not being able to pay the admission fee, a tax which, in our opinion, should be abolished. Some School Boards select head teachers from those only college trained. This is very hard law. The Vice-President of the Committee of Council has promised to look into it. Let us hope something will soon be done.—*The Schoolmistress*.

WHAT hinders that the history of literature should not be taught to the youth of the age in our technical and continuation schools? That there is little, in the strictest sense, technical about it may be admitted. The same remark might be applied to the carpenter's botany or to the shoemaker's geology. The technique of life is a far greater and more important consideration than any specialised technical craft. And the technique of life is all too largely a sealed book to the man who is ignorant or ill-informed concerning the history of literature. Besides, the literary faculty is the instrument by which, in the main, technical knowledge may be put out to use. There is a gaping and poorly bridged gulf at present in this matter between the primary schools and the literature class-room at University College. In this respect England lags behind Scotland, the great English towns and cities behind the towns and cities in the North. In Glasgow or Edinburgh the youth from warehouse, office, shop, is furnished with many competing opportunities of attending winter classes for the study of literature, logic, moral philosophy, political economy. Of all the subjects taught under the regulations of any institute or atheneum none is more popular or accomplishes more desirable results than the fascinating study of literature. The question is a practical one and urgent. Our School Board could surely improve the situation, were it so minded, and that in the immediate autumn and winter. Some of the more central of the commodious Board schools might be opened for evening classes on literature and the rudiments of intellectual philosophy, and competent lecturers employed, drawn from the ranks of local

scholars, whose energies are not exhausted in regular dry school work. The experiment might at least be ventured. The result, we feel certain, would be for gain to literature, to the free library and the bookseller, to manners, taste, refinement, and the amenities of life as a whole; to the students themselves, and—what is of primary and ever sacred importance—to virtuous and honourable citizenship.—*Liverpool Post*.

PROF. FLINDERS PETRIE, the eminent Anthropologist and Egyptologist, criticises the usual mode of spreading our so-called civilization among other nations. He contends that climate, occupations, and race-conditions cannot be set aside. He says:—

"We may despotically force a bald and senseless imitation of our ways on another people, but we shall only destroy their life without implanting any vitality in its place. No change is legitimate or beneficial to the real character of a people except what flows from conviction and natural growth of mind, and if the imposition of a foreign system is injurious, how miserable is the forcing of a system such as ours, which is the most complex, unnatural, and artificial that has been known, a system developed in a cold country, amid one of the hardest, least sympathetic, most self-denying and calculating of all the peoples of the world. Such a system, the product of such extreme conditions, we attempt to force on the least developed races and expect from them implicit subservience to our illogical law and our inconsistent morality.

"The result is death. We make a death house and call it civilization. Scarcely a single race can bear the burden, and then we talk complacently about the mysterious decay of savages before white men.

"The general impression in England is that reading, writing, and arithmetic are elements of education. They might be so to us, but they assuredly are not so to other races. The exquisite art and noble architecture of Mycenæ, the undying song of Homer, the extensive trade of the bronze age, all belonged to people who never read or wrote. Some of my best friends in Egypt are happily ignorant of such accomplishments, and assuredly I never encourage them to any such useless waste of their brains. The great essentials of valuable character, moderation, justice, sympathy, politeness, and consideration, quick observation, shrewdness, a keen sense of the uses and properties of things, all these are qualities on which I value my Egyptian friends, and such qualities are what should be evolved by any education worth the name. No brain, however humble, will be worse for such education, which is hourly in use, while in the practical life of a simple community the accomplishments of reading and writing are not needed perhaps for a week or a month at a time.

"The keenest interest is taken by some races, probably by all, in geography, modes of government, social systems, and in most countries the element of

that the Government is financially not in a position to do much towards the encouragement of primary education. There is a wide spread feeling that the Municipality should procure a central site for the accommodation of a large number of primary scholars. This means a large outlay, but it is possible that the visit of Lord Sandhurst to the municipal schools and the evident interest he takes in the matter of primary education may induce the Municipality to make the necessary sacrifice.

Lord Sandhurst has also evinced his interest in the subject of Technical education by laying the foundation-stone of the Poona Technical School. The Victoria Jubilee Technical School in Poona was opened in 1889 by Lord Reay, than whom India has never had one who has taken greater interest in the subject of Technical education. The Poona School is now to have a building proportionate to its already proved usefulness. The building about to be erected provides ample accommodation for the instruction of the different trades. We can only express a hope that the Poona Technical School will escape the fate of the sister institution in Madras in the matter of affording an asylum for the local Dramatic Society, the Literary Society and other institutions. To the most influential section of society in Madras, we are afraid the premises of the Technical Institute are synonymous simply with those of the 'New Theatre.' In Bombay, both the Government and the Municipality seem alive to the importance of Technical education, and there is fortunately little prospect of any opportunity being presented of the new building of the Institute being devoted to any purpose other than that for which it is being erected.

We publish in the form of a supplement to this number a notice of the Annual Competitions of the Madras Athletic Association. We take this opportunity to congratulate the Association on the new lease of life on which it has recently entered. This resuscitation is due in the main to Mr. A. Chatterton, the Honorary Secretary, who has evidently spared no pains to put fresh life into an Association which at one time showed signs of collapse. A Subcommittee of the Association has proposed as a result of its experience that greater prominence should be given to Athletics proper, that an attempt should be made to raise funds to enable the Association to establish its head-quarters in a properly equipped Athletic ground, and that greater encouragement should be given to Inter-Collegiate Cricket in Madras. These proposals have been adopted and will come into operation immediately, with the exception, necessarily, of the proposal to establish that the Association should establish itself in head-quarters of its own. The Association is right in believing that its work could be conducted in a much more satisfactory manner if it possessed a proper Athletic ground, and we join with the report in expressing a wish that the wealthy section of the native community will liberally assist in the carrying out of the proposal of the Association. The idea is that the Municipality should grant a piece of land in the People's Park. This is to be surrounded by a bicycle track which on certain conditions could be let out and in this way part of the expenses of the Association be defrayed. The scheme is an ambitious one but the importance of physical training to Indian students is so great that we trust that

not much difficulty will be experienced in raising the necessary funds for the purchase and up-keep of the ground. The testimonial which is now being raised to the memory of the late Mr. H. B. Grigg who supported the Association for many years might very well, in part at least, be devoted to this laudable object.

In presiding at a recent meeting of the Madras Shorthand Writers' Association, Mr. Beauchamp, the Editor of the *Madras Mail*, did good service in emphasising the importance of a knowledge of Shorthand. The case he cited of one of the reporters of his paper getting four times the salary he would get in a Government Office owing to his acquisition of Shorthand was very much to the point. According to Mr. Beauchamp, there is plenty of room in India for more reporters, all of whom would be sure of getting higher salaries than are to be obtained in Government service. The Madras Shorthand Writers' Association has done good work in disseminating a knowledge of Pitman's system, and the Commercial School at Calicut under the able supervision of Mr. K. Subramania Iyer, B.A., L.T., is likewise spreading a knowledge of the same system. But we should like to see provision made for the teaching of Shorthand in all our Schools and Colleges. The subject need not be made compulsory, but at least each student should have the opportunity of learning a system of Shorthand. In Great Britain the subject is generally taught in elementary schools and technical classes, while provision for its teaching is made in not a few of the public schools. Even supposing that a student who had acquired the knowledge had no occasion in

after-life to make a professional use of Shorthand, he would have no reason to regret the time spent and the discipline acquired in mastering so useful an art as that which enabled him to take down *verbatim* the words of a speaker. But the number of avocations in which the importance of a knowledge of Shorthand is recognised, is rapidly increasing. In merchants', lawyers', and railway offices Shorthand is now considered indispensable. And if to the knowledge of Shorthand our students could only add a knowledge of some other European language than that of English they would find that their price in the market would be materially increased.

We are glad to see that the Madras Teachers' Guild means business. The Provisional Committee which was appointed at the inaugural meeting to draw up rules for the Guild has promptly performed its duty and has submitted the rules to a general meeting of the Guild. These rules we issue as a supplement. Their perusal will show that the fees payable by members will be made to depend on a sliding scale corresponding with the salaries earned. This may be a little inconvenient in working, but the principle is a good one to recognise by a Guild which includes all grades of teachers. The minimum annual subscription will be Rs. 2, and the maximum subscription, Rs. 8. These charges can scarcely be called prohibitive, and that is the main consideration. They are sufficiently high, too, not to impair the efficiency of the Guild, a matter of scarcely less importance. The rules guarding against the admission of those who are not likely to be a credit to the Guild and those which secure to the Guild the right to expel unworthy

members are severe and thorough. They are proof of the lofty position the Guild intends to maintain. Perhaps that rule which makes admission in the first instance to depend on the Council might with advantage be relaxed. A simple majority of the Guild alone should be deemed sufficient guarantee of the fitness of a candidate for admission. It seems to us that too large powers are permitted to the Council, a majority of the quorum (seven) of which would often have it in its power to perpetrate a piece of unconscious injustice.

We have received a communication from Mr. J. M. Russell of the Christian College from which we are glad to learn that there was no concerted action on the part of those few gentlemen who opposed the views of the promoters of the Madras Teachers' Guild at the recent meeting the proceedings of which we published in our last issue. In view of Mr. Russell's explanation we agree with him that the terms 'common enemy' and 'small clique' employed by us in designating the opposition were not altogether applicable. Mr. Russell evidently opposed the formation of the Guild with the best of motives, and, little as is the sympathy we have with such motives, we need scarcely add that no one would attach to Mr. Russell any but the most honourable intentions.

We trust that the year 1894-95 may prove as memorable in the annals of the College of Agriculture, Saidapet, as the Director of Public Instruction for the Madras Presidency evidently desires it should. Any change which will result in making the Agricultural College more popular and in spreading a scientific knowledge of the principles of Agriculture throughout the Presidency, is to

be welcomed. As it is, the vast majority of the students take up employments other than those directly connected with Agriculture. Of the three hundred and fifty-five students passed through the College, only one hundred and fifty-four are employed in work connected with Agriculture. The cost of each student during 1894-95 was Rs. 650. In so far as this is the case the income of the College is expended to little purpose. Therefore we welcome, as a move in the right direction, the raising of the value of the College Diploma in Agriculture by opening to its possessors, the Revenue and Judicial Higher Tests. The Director urges the members of the Board of Revenue and the District Officers to identify themselves with the interests of the Agricultural College and to appoint its students to subordinate posts in the Forest, Settlement and Revenue Departments. The Director likewise proposes that the Principal should forward to District Officers every year a statement of the qualification of those students who are ready to accept appointments connected with Agriculture. We sincerely trust that these different measures may result as the Director hopes, in increasing the usefulness of an institution which should play a most important part in disseminating a knowledge of agricultural principles throughout the Madras Presidency.

A meeting of the Senate of the Madras University was held on Friday, November 29th, for the purpose of electing a Registrar. It was held *in camera* and hence was not properly reported. This will account for some slight discrepancies which have appeared in the accounts given by the Press of the proceedings. But what we wish to draw

attention to is that in electing Mr. Cooper-Oakley to the Registrarship, the Senate has not chosen the gentleman best recommended by the committee of five appointed to select two gentlemen from whom one might be elected by the Senate for the Registrarship. It seems that the choice of the committee fell on Mr. Malim and Mr. Swaminatha Aiyar. This latter gentleman did not send in his application through the Registrar by the time of the specified date, but sent it after that date direct to the committee. Not only did the committee accept his application but chose him as one of the favoured two. But foreseeing that the Senate might object to his application as being irregular, the committee nominated Mr. Cooper-Oakley as an alternative selected candidate. The Senate very properly did take this view. Another account has it that Mr. Swaminatha Aiyar withdrew from the contest. In any case the Senate ultimately had the two names of Messrs. Malim and Cooper-Oakley alone before it, and by a large majority elected Mr. Cooper-Oakley. But had Mr. Swaminatha Aiyar's application been acceptable to the Senate, either he or Mr. Malim would have been elected, and Mr. Cooper-Oakley, the emphatic choice of the Senate, would have stood no chance of being elected. Thus the committee, it is clear, did not voice the wish of the Senate, and this method of double-election stands self-condemned. The fact of it is that the Senate of the Madras University leaves too much to committees and, by so doing, fails to take that direct interest in the affairs of the University which we think essential to the welfare of the latter. The election of Mr. Cooper-Oakley is proof that there must be many occasions when the delegation of the powers of the Senate must be fraught with some mischief

and injustice. Mr. Cooper-Oakley is known to be a capable man, and we congratulate both him and the University on his election to the Registrarship.

In another part of our issue our readers will find a summary of the Report of the Royal Commission on Secondary Education specially written for the *Review* by our London Correspondent. There need be no hesitation in saying that this Report marks an epoch in the history of Secondary Education in England. There have been previous reports on the same subject which have been of the highest importance, but none can approach the present Report either on account of the unanimity of opinion of those who have issued it, or on account of the thorough and comprehensive nature of the reforms it advocates. Should the reforms advocated in the Report be adopted, and they cannot be lightly set aside as they are the work of numerous experts representing every branch of education, nothing less than a complete revolution in the English system of education must result. In glancing over the Report one is instinctively led to think of one, long since passed away, who would have rejoiced over its recommendations, and at the prospect of its suggestions being adopted. We refer, of course, to Matthew Arnold, who for many years advocated reform in Secondary Education on the lines now adopted by the last Royal Commission. About twenty-five years ago, in the closing chapter of his work on the Higher schools and Universities of Germany, Matthew Arnold wrote:—"I have a profound conviction that if our country (England) is destined, as I think it is destined, still to live and prosper, the next quarter of a century will see a reconstruction of English

if these occult sciences attract few, they attract powerfully. "Whatever contempt may be thrown upon Metaphysics by those who judge a science not by its own nature, but according to the accidental effects it may have produced,—it can never be completely abandoned,—we must always return to it as to a beloved one, who has been for a time estranged." So spoke Immanuel Kant, in words which describe the attitude of all its devotees.

In a century which has given so much attention to the phenomena of the physical world, it is not surprising that the Natural Sciences Tripos should claim a large proportion of the students, and that of these, 21 should find their way into the First Class.

The Historical adds 16 and the Modern Language 13 to the list of those who have attained the highest class honours; and from these few facts it may be seen that the College laurels are flourishing, with all the luxuriance of youth.

Within the College itself, certain hours, amounting in all to about 8 per diem, are set aside by the College rules as those in which reasonable quiet should pervade the place. No one is compelled to work in them, if they choose to select the noisier times, when cheerful sounds from the fives and tennis courts, or hockey field ascend to the lonely seeker after knowledge. Should students please, they may burn the midnight oil, if only they do it quietly, or shun the social "cocoa" to

"follow Truth along her star paved way."

That fundamental axiom of freedom,—"that, the sole end for which mankind are warranted, individually or collectively, in interfering with the liberty of action of any of their number, is self-protection," obtains unlimited support at Newnham College. No student is free to hinder others, but she can hinder

herself, *ad libitum*, if her own lack of common sense suggests to her the propriety of such a course. Moral suasion and counsels of perfection will even then dog her foolish steps: and very seldom has it been found that any, who throw away the fruits of experience and persist in following other paths than those suggested, can point to good results from their choice, or that more than an infinitesimal few care to make the experiment.

The morning hours are chiefly devoted to lectures. The College itself provides some of these, given by members of the Resident staff, and by lecturers of the other Colleges, who come to Newnham for the purpose.

Besides these, the students attend endless lectures and demonstrations in the various University and College Lecture rooms and Laboratories, and many a student recalls the voice of the bells of great St. Mary's or of

"Trinity's loquacious clock,

"Who never let the quarters, night or day,

"Slip by him unproclaimed, and told the hours

"Twice over with a male and female voice,"

as they marked the quickly passing hours, and entwined the memory of their sounds, oddly, with the matter of the lecture. In some remote parts of the country surprise still lingers at the idea of men and women listening to the same lecture at the same time and place, this being of kin to the astonishment which occasionally is expressed in provincial places, when the discovery is made that a Newnham student can really sew: but the novelty has long since worn off at Cambridge. Day by day, in pairs and alone, the students of Girton and Newnham Colleges pass along the familiar King's Parade, by the old grey buildings, whose stately beauty has become an integral part of their lives, to the equally familiar lecture rooms

and well worn benches, on which frivolous predecessors have whiled away the time, and have bequeathed cheerful sketches, and other not less encouraging hieroglyphics. Still their efforts are but one side of the pictures. Much may, no doubt, be said for the 'mushroom' Universities, springing up, almost in the night, in various parts of the country; but when all is said and done, the influences of a resident University, the sense that the scene of work has felt the presence of distinguished alumni, whose place knows them no more, that along the same streets, and in the same rooms, Bacon and Milton and Wordsworth lived and moved and had their being, all these memories and impulses combined, can scarcely fail to affect the work of the newer generation. The idea may be, and often is, contemptuously dismissed as sentimentality; the results of it may not be visible to those who are accustomed to sum up all things in the terms of money; but for all that, no one who has worked at Cambridge, and who is not quite dead to any voice but that of mercenary success, will doubt the value of learning in a place consecrated to work, by the labour of generations of distinguished students.

G. E. HOBGSON.

THE GIRL'S DEFENCE AGAINST NATURAL UNFITNESS FOR EDUCATION.

For some years past our Government has been showing considerable amount of solicitude in the intellectual elevation of our women, and it seems almost impossible adequately to express our feelings of gratitude for its disinterested work in the field. How this disinterested work is going to improve the

future of India is a question which need not detain us here, so long as the improvement itself is a certain fact. The additional aid to men that can be made available by the cultivation of the intellect of women is a glaring fact which can hardly be ignored, and this aid must necessarily tend towards a better state of things. Besides thus making women a power in the land, a power for good, their education will also render them capable of cheering their homes, offering timely hints and advice to their husbands, and making these latter better fitted to discharge more satisfactorily their duties to themselves, their fellow-men, their country, and God.

But, in the education of our women in the full and proper acceptance of the term, we are encountered by a practical difficulty. Our marriage law and national custom prohibit us from allowing our girls to remain at school after a certain age. That age is supposed by us to be the age of transition in the life of a girl. It is believed that to allow her to continue at school after that age is to do violence to the sanctity of her life. So, she is withdrawn from school by the parents sometimes even long before the arrival of the expected epoch, and retained at home under their own direct supervision and control. We should certainly have no reason to complain if, after she is thus chained down to her house, her education were looked after under proper guidance and supervision. But no such thing is ever known to take place. It is indeed deplorable that, during an important period of brain growth when all the various faculties are gradually drawn out, her course of instruction should be suddenly arrested, and her education should thereafter be made to consist in the learning of the kitchen work and domestic economy. These are no doubt

Education as entire as that which I have recommended. In these remarks, however impossible such a reconstruction may to many now seem." Such a reconstruction, *viz.*, the supervision by the State of the National Education including Elementary Middle Class and Secondary Education, has now so reasonable a hope of realization that it has been seriously and unanimously recommended by a body of experts specially appointed by the Crown "to consider what are the best methods of establishing a well-organized system of Secondary Education in England, taking into account existing deficiencies, and having regard to such local sources of revenue from Endowment or otherwise as are available, or may be made available, for this purpose, and to make recommendations accordingly." It is remarkable that these recommendations which, if adopted, will effect a revolution in matters educational, have not aroused a storm of opposition from the press or the public. This is at least proof that without pledging itself to adopt every suggestion made by the Commission, the public is in harmony with the spirit which has actuated the Commission and will undoubtedly adopt the leading principles laid down by the latter. The nineteenth century which has done so much for Elementary Education in England thus promises to end well with regard to Secondary Education likewise.

The twentieth century in England will begin well with a national system of Education having all branches co-ordinated under a Minister of Education. It will be noticed that the Commission deals only with the organization of Education. Another such Commission dealing with the curriculum of English Schools, and England will then be as fully educationally equipped for the struggle for existence as any other country in the world!

The first, and perhaps the most important, recommendation of the Commissioners is the establishment of a 'central authority calculated to bring the State into a fitting relation to Secondary Education.' The Commissioners suggest that this central authority should 'consist of a Department of the Executive Government, presided over by a Minister responsible to Parliament, who would obviously be the same Minister as the one to whom the charge of Elementary Education is entrusted.' This is a reform which has long been advocated by many, but generally bitterly opposed by the representatives of Secondary Education who feared the result of departmental interference. But the danger arising from this latter contingency will be minimised, as the Commissioners distinctly say that Secondary Education should be supervised, not controlled, by the Department. Thus it is evident that there is no desire to unduly interfere with Secondary Education or to subject it to the same control as that to which Elementary Education has been and is subjected. The Minister of Education is to be assisted by a permanent Secretary, and better still by an Educational Council consisting of independent representative educational experts not under the official direction of the Minister. The days of the educational impostor would seem to be numbered, for not only will all schools, public, middle and elementary, be brought on to a Register, but the Registration of teachers is strongly recommended, and the importance of the qualification and training of secondary teachers duly insisted on. Proprietary and private schools will have to work under the conditions laid down by the Department, or their non-recognition may possibly lead to their being

thereby increase their knowledge and develop their intellectual powers. Even when the teacher is unable to agree with the author he is made to expound and teach, there is the certainty of the student acquiring the knowledge at least of one system of thought, with such light on its defects and merits as the teacher may be able to throw. The examiner again has an objective basis on which mainly to rest his examination. His powers of estimation are not likely to be then warped by his natural predilection for his own views, when what he has to test is, in most part, the positive thoughts contained in a book and their foundations and consequences. The teacher and the examiner in Philosophy are sure to have a wide sphere for their discretionary thinking even when text-books are prescribed by the University. But it cannot then be abused as it is at present; and the successful student may be presumed to have an accurate knowledge at least of particular standard works on Philosophy and particular systems of thought. This cannot but raise his value in the estimation of the public, and we may then look for a restoration to public favour of the now discredited Branch of Mental and Moral Science.

N. VAITHIANATHAN.

NEWNHAM COLLEGE, CAMBRIDGE.

II.

The Work.

When the Graces, admitting women to the Tripos Examinations of the University, were passed, the Examination for the ordinary degree was not thrown open to them. Consequently, the majority of Newnham students are working, or have worked, for the Honours Examination. A few, and the

a diminishing few, who have, for various reasons, been unable to reside for the length of time required for a Tripos, have contented themselves with reading for 'Groups' in the Cambridge Higher Local Examination, while here and there may be found a student who reads for the good of her own mind solely, with no ulterior designs, whatever.

A glance at the College lists shows that the most popular Triposes have been the Mathematical and the Natural Sciences; while the Law has, so far, failed to attract more than one.

The Mathematical, Classical, Natural and Moral Sciences Triposes are all divided into two parts: though the first part only is enough to confer a degree in the case of a man, and to ensure the acquisition of a certificate in the case of a woman. Two, or three years, may, at the discretion of those responsible, be taken for the first part, but it may not be taken later than the third, nor earlier than the second year, while the second part must not be left longer than the end of the fourth year.

The History and the Modern languages Triposes have not yet been divided into two parts: and the Examination is fixed at the end of the student's third year. The Theological, the only one not yet mentioned, has not been taken by any woman.

In the matter of honours, Newnham College has always ranked high: having once as is well-known, achieved the distinction of placing one of its students "above the Senior Wrangler:" while, in all, the College has had six Wranglers since 1875.

In the classical, the number of first classes is 12, and with less than half the number of students in the Moral Sciences, the first classes are as numerous, which may suggest that

very important to her, but they are very much less than, and inferior to, what her rapidly developing brain is capable of sustaining. On the general principle that there is a constant connection between weight of brain and mental power (though this principle is modified by other circumstances) it may safely be asserted that the mental power of the girl is not a whit inferior to the mental power of the boy, for it has been ascertained by experiments that the brain weight of the girl during the school-going period is very much the same as the brain weight of the boy during the same period. It may perhaps be interesting to know that the brain weight of the male at birth is about 15 oz., while that of the female is about 11½ oz. At seven, the brain weight of the male is about 41 oz. while that of the female is about 40 oz. Thus we see that during the first seven years of infancy the brain of the female develops much more rapidly than that of the male. At fourteen, the brain weights of the boy and the girl are stated to be very nearly the same being about 45 oz. and slightly less than 45 oz. respectively. Thus, during the second seven years also, the brain of the female develops more rapidly than that of the male. After this period, however, the brain of the girl slightly grows in weight or almost ceases to develop while that of the boy reaches its full weight at 21, namely, about 48.5 oz. This does not imply that the brain does not at all grow after this period. It does grow by intellectual exercise and reaches its maximum weight during the decade between the 30th and the 40th year in the man and the 20th and the 30th year in the woman. Thus the evolution of the girl's brain, though it is more rapid than that of the boy's, is yet less prolonged. The brain weight of the man is to that of the woman as 100 : 90. It may here be suspected that this comparatively low development of the woman's brain after 14 indicates an inherent incapacity in her to receive Higher Education. We shall now examine how far this is true.

Now, in the case of both the boy and the girl, the first period, *i. e.*, the period from 1 to 7 is the period during which knowledge is acquired in the shape of pleasurable impressions active and passive. Impressions not altogether of a pleasurable character are also acquired during this period though towards its close. The second period, *i. e.*, the period from 7 to 14, is the Didactic or Scholastic period during which knowledge in itself dry and indifferent is acquired. It is during this period that foundations are laid for Scientific instruction. The third period, *i. e.*, the period from 14 to 21, is the period of Collegiate Education during which Scientific instruction is imparted to the boys, but during which our girls receive no kind of instruction whatever but lead a life of utter mental inactivity. In this last fact may be found one of the explanations for the less prolonged and comparatively low development of the woman's brain. Being a "mass of structural potentialities," the brain has to be acted on by suitable stimuli and be properly exercised before it can develop itself. There is a biological principle which says that functional exercise of any part of a living organism leads to structural changes in that part of the organism. By structural changes is meant not only differentiation of tissues from one another, but also the greater multiplication of those tissues. According to that law, performance of high intellectual functions consisting in successfully grappling with abstractions and scientific truths must neces-

sense organ—were there treated as but one and the same question, admitting of one and the same solution. The framer of the curriculum has evidently taken hint for the two questions from Spencer's Principles of Psychology. But the professor whose lectures are under reference, had not probably ever studied Spencer or had studied him without due care or had studied him but was unable to comprehend him. To him, in consequence, the physiological problem of the differentiation of the sense organs from the originally homogeneous tissue of the primitive organism, became identical with the Psychological problem of the evolution of all our sensations by the integration, in various ways, of an elementary wave of the primitive consciousness. The result was a confusion of ideas that would be a reprehensible blunder even in a candidate for the B. A. Degree Examination.

It is to such men that our University has entrusted the task of finding solutions to the long array of abstruse problems which make up the curriculum in Mental and Moral Science. Where the materials have to be gathered from so many divergent sources, the mere piecing them together is no easy task. But the teacher of Philosophy is also called upon to accomplish the severer task of supplying from his own mind answers to many questions; and to work out a harmonious system of Philosophy out of ideas picked up from a number of writers and supplemented, where unavoidable, from one's own inner stock, must transcend the powers of the ordinary teacher. It is this that the University expects him to accomplish; and in the fact that it is rarely accomplished by any, there is nothing strange or surprising. If such be the nature of the subjects themselves, so divers the views on each question, so difficult to secure a consistent system of

thought over the whole field covered by the University curriculum, the plight of the student needs no statement. The study of each question in a standard writer is beyond his powers of comprehension and requires more time than the most diligent can command. It suffices not to study selected portions of individual authors, as a beginner in Philosophy cannot pigeon-hole the views of each writer under his particular cast of thinking, and as he cannot possibly weave a harmonious system out of the materials collected from a number of such selected passages. He has to depend exclusively upon his "notes," written generally to the dictation of his professor. And what the contents of these notes are may easily be inferred by any one who has an adequate knowledge of the nature of the subject and the general capacity of our teachers. These have to scour over an immense extent of territory to collect the information required by the University; a large host of writers have to contribute to fill up the outline sketched by it; and gaps left here and there even then have to be patched up from the imagination of the individual teacher or from the dictated notes of a presumably abler colleague. The course besides covering a large extent, is also indefinite; the student cannot read up for himself all the treatises in which there lie scattered the materials he requires, and is unavoidably thrown upon the instruction of his teacher. The latter may be presumed to have a general acquaintance with the subject he undertakes to lecture in; but he has also largely to draw upon his own resources where the helps fail him. And in what helpless predicament he and his students are placed by the University curriculum in Philosophy, it is easy to imagine.

It may be thought that the results of the

examinations every year disprove the above contention. If, in spite of the difficulties of the subject, of the inefficiency of the teaching in it, and of the impossibility for the ordinary teacher of doing justice to the University curriculum, and in spite also of the necessary ignorance of the candidates, a large number, larger proportionately than in any other Science Branch of the B. A. Degree Examination, submit to the ordeal and come off successful from it, the inference is not that the above premises, in regard to the nature of the subject and the instruction in it, are unfounded; but that the standard of the examination is just what the quality of the instruction and the attainments of the students can reach, and that the teacher-examiners do not and cannot possibly rise to a level as examiners higher than what they attain to as teachers.

Here then we have an explanation of the popularity of the Mental and Moral Science Branch of the Science Division of the B. A. Degree Examination. The candidates simply learn the trick of securing a pass in it. They know that they have only to spin out a lengthy something in learned phraseology, where other resources fail. They ascertain in time who the examiner may be in each subject; they secure his "notes" on the subject and get them up in preference to the notes even of their own teacher. This compliment they pay in turn to each teacher in respect of the subject in which he may happen to examine. And thus the whole is either a question of undigested and unassimilated cramming or a simulated display of knowledge in long-winded words and long-drawn sentences. The popularity of a subject so handled by the teacher and requiring so little of thought from the candidate is naturally

great and may be expected to be permanent. But education of the intellect there has been none, and the graduate in Philosophy is rightly looked down upon as an inferior article."

How to remedy the evil? An able teacher has great freedom of action and thought allowed him by the present system. He can give the candidates the benefit both of his erudition and of his powers of independent thinking. But an able and thoughtful teacher is a rare phenomenon. And even such a teacher, when found, may fail because of the limited knowledge of his colleagues; for as examiners these will sit in judgment over his work and appraise it as of no value, because of their natural satisfaction with their own performance on the same ground. It is idle to hope for a teacher of erudition and originality able adequately to deal with the subject and impartially to appreciate the views of others, for every one of our colleges. It is therefore necessary that the University should place in the hands of students special text-books, in the place of the present curriculum, or at least as useful helps towards gathering materials for it. The benefits of so tying down the teacher and the taught to standard works on Philosophy are manifold. Each writer has his own way of thinking; even while in general harmony with the school to which he belongs, he has and cannot but have, his idiosyncracies. The teacher and along with him his students should realize the thoughts and the mental tone of their author. This is no easy work; and in accomplishing it successfully the intellect receives a considerable amount of training. A standard also gives both to the teacher and the student a common basis of operations, from which they may raid into rival philosophies

sarily lead to greater differentiation and multiplication of fibres and cells in distinct portions of the brain. All this certainly means increase in the size and weight of brain. The increase according to this mode in any one generation may indeed be small, but the accumulated increase of several generations will come to something definitely appreciable. But the woman even of the most highly civilized community has never been known in the generality of instances to apply herself steadily to the acquisition of high scientific knowledge, nor has she ever been known to cultivate high speculative faculties. This circumstance of the brain being stunted by inertness or inactivity coupled with hereditary transmission has wrought out this permanent difference in the brain weights of the male and the female. This circumstance is also most happily illustrated by the fact that there is much less difference in the brain weights of the male and the female among the uncivilized races than among the civilized; and the reason is not far to seek. Among the uncivilized races, the sphere of occupation of the male and the female is exactly the same, and the range of their intellectual exercise is also the same in consequence, while among the civilized there is a clean division as regards both physical and mental labour. Another circumstance which proves as conclusively the statement already advanced is the fact that the brain of a negress weighs much less than that of an English woman. Thirdly, even in the same civilized race, the brain of an educated lady belonging to a cultured family weighs more than that of a man who belongs to the lower ranks of society and who has received only inferior education. It thus seems that it is only intellectual exercise that mainly contributes in all normal

cases to the increase in the size and weight of brain. It is therefore utterly unjust and improper to suppose that the girl is naturally unfitted to receive Higher Education by reason of a comparatively low development of her brain.

And the reason why such an education though of a modified kind ought to be given to the fair sex is obvious from the fact that the advancement of the country in matters political and social is materially retarded in the absence of that aid which the collective intelligence of one half of the race might be rendered capable of affording. When a given aggregate of intellectual forces has to be looked to for the accomplishment of certain ends, there is certainly a greater probability of these ends being more easily and successfully accomplished when that aggregate is doubled than when it is not. Under the present conditions of our society, instruction in the principles of Physiology, Physiography, Physics, Sociology, Political Economy and Astronomy, such as is necessary for a clear comprehension of the workings of nature and afford ample discipline to the Intellect may without much inconvenience be imparted to the fair sex. These principles again ought to be taught to them only through their vernacular and not through any foreign tongue. It should also be borne in mind that little knowledge in women, if it would not prove dangerous, would be practically worthless to the society as a whole.

After the necessity for a modified kind of Higher Education for the girl has been thus vindicated, it is needless to point out that her education during the 2nd period, viz., from 7 to 14, becomes unavoidably necessary, for the greater includes the less. This may be conducted on parallel lines with that of the boy

but with slight modifications. It is during this period also that her moral character has to be formed by means of examples, precepts and other means at our command. Every available opportunity should be seized in her conduct in life to instil into her mind the principles of morality. It may not be irrelevant to make mention here of what Dr. Duncan, Director of Public Instruction, Madras, has so ably pointed out in his report on moral instruction in schools as the proper mode of conducting the moral instruction of children. Three ends have to be kept distinctly in view in the moral training of the young. In the first place, you have to teach what courses of action are right and what courses of action are wrong. Secondly, you have to call into play and develop those emotions that urge to right conduct and stifle those that have the opposite tendency. And thirdly, you have to watch the child in all its actions, encouraging those that are right until they become confirmed habits, and thwarting those that are morally wrong. With regard to the first of these ends, the father or other guardian of the girl may find time to teach her at home what courses of action are right and what wrong. But, as regards the second and the third of these ends, viz., the management and regulation of the emotions with a view to build up a conscience, and the watching of the girl's actions with a view frequently to help her in her progress towards a moral ideal, it seems to me that the duties can be better discharged and with justice by the schoolmistress or some other specialist who can devote all her time and attention to the study of her pupils than the father who has got multifarious business to attend to, and who in consequence cannot command the facilities required to train her into what is

so devoutly to be wished, a paragon of virtue. Again, the religious and social sentiments have to be cultivated during this period by means of tracts and practical lessons. Reading, Writing, Arithmetic, Geometry, English and Indian Histories, Geography and Natural History may be taught to the girl during the period. It may be repeated that all her teaching should be conducted only through her Vernacular. Lives of eminent ladies translated into her vernacular may be advantageously placed in her hands.

The whole question may be viewed from another but allied point of view. The mental peculiarities of the girl may be compared with those of the boy and her defence framed on lines analogous to those on which we framed it from physiological considerations.

Physically the girl is very tender, her nervous susceptibility is exquisite, and her intellect is more delicate than strong, while the boy is characterised by active energy, boldness and a vigorous intellect. Her delicacy and sweetness are opposed to his roughness. She can boast of a keen and subtle perception and can see through men and things better than he; her estimates, though not based on reflection, are often accurate, and she is hence able in after-life to steer clear of the dangers that beset her on every side; but she is fickle, and is hence unable sometimes to reap the fruits of her fineness of perception. The boy no doubt shows greater steadiness and firmness, though he is less observant. Her ability to attend to minute being of immense service to her in practical life is a sufficient set-off against the boy's power of grasping things in a comprehensive light. She is also quick in such apprehension of details; and the fidelity of her memory is something astonishing. Her tastes are more

wiped out of existence by the competition of State-aided institutions. This recommendation augurs well for the interests of the middle class of England than which no class has been more at the mercy of educational rogues and charlatans. If the recommendations of the Commissioners are adopted, another generation in England will see no man engaged in teaching but the teacher who can produce due credentials of fitness. These changes will cause many a heart-burning and will be resented by many in the present generation whom they will concern. They will interfere with a long-established order of things giving a prescriptive right to privileges the forcible surrender of which cannot but be regarded as an act of spoliation by those most concerned. But if England is not to fall behind such countries as Germany and France where these changes have long been effected, the sooner the recommendations of the Royal Commissioners are adopted, the better it will be.

PHILOSOPHY IN THE MADRAS UNIVERSITY.

(Concluded from page 524.)

It may be thought that there is not the same room in Psychology for similar divergences of views. Psychology is the science of mind and has for its primary object the mapping out of the present contents of the mind and analysis of the same with a view to determine which of them may be considered to be the primary elements of the mind and which its secondary acquisitions. Every one would naturally expect perfect accord among inquirers in their accounts of the positive constituents of the adult mind, however much they may differ in their explanation of their origin and growth. But unfortunately for the pro-

gress of Philosophy, disagreement is the rule even in Psychology, and agreement the exception. This arises from the absence of a determinate objective standard of truth in regard to mental investigations. The mind cannot be studied objectively unless it be through its manifestations in others which manifestations are of no particular avail in removing the difficulty. Each has to study his own mind and study it through itself. The mental phenomenon that we take up for examination is the object upon which the mind is made to throw its full blaze; and the phenomenon so objectified is studied under the eye glass of the mind called its consciousness. Discord arises in the attempt to fix the amount of credence due to this instrument of mental research, and hence in the apportionment of the contents of the mind into what may be innate to it and what may be acquired from experience. External perception, Belief, the nature of the Will and many other questions yet furnish the combatants with ample materials for warfare; and the sphere of concord in Psychology is extremely limited, and there is no prospect of the differences disappearing so long as our minds remain what they are.

The state of affairs is worse still in the science of Ethics. Here there is disunion at every step. Thinkers are not agreed even in regard to such fundamental points as the scientific nature of the subject, its subject matter, the real import of the distinction between right and wrong, &c. No two writers even of the same school handle the subject alike. In Psychology and Logic the opposition is mainly between two rival schools of thought, and there is some common ground, though limited in extent; among all the writers on these two subjects, divergent though their

views may be on basal principles. But writers on Ethics are not divided simply into two rival camps; each moralist may be said to occupy his own particular ground, prepared to defend it as the one true view of the subject against the whole host of moralists. Here and there there may be points of contact between one writer and another, but entire accordance of views between two writers on Ethics is an impossibility.

If such be the indeterminate character of each of the three component parts of the Mental and Moral Science course, what of solid education is it possible to impart to the bewildered student of Philosophy? The University has prescribed no text-books in these Sciences, with the object, it may be, of not going against the predilections of the several schools. A bare outline of the course to be followed by the student is given in each section of the Branch; but where such an outline may be filled up in divers ways, and the treatment adopted by one may be separated from the treatment adopted by another as by a chasm, the outline cannot possibly serve the intended purpose of securing even a general uniformity of treatment from teachers with any spark of individuality in them. In Psychology, for example, which is about the best circumstanced of the constituent sciences of the Branch, the University curriculum gives among other headings the following: the *Method of Psychology*; *Reason and Faith*; *Criticism of the views on the Absolute, &c., &c.* In the first place, let us consider how and with what help the student can master these and other abstruse problems. He is required to attend an Affiliated College for a certain term; so that we may take it for granted that the University directs the student to follow the guidance of a duly qualified

teacher. We have to consider next how the teacher himself is expected to gather the requisite information. He has to evolve it out of his own brain with such suggestive help as he may derive from his reading. There is no one book or even a number of books from which the curriculum may, in all its parts, be filled up. It often happens that the teacher has to spin out of his own brain the solution of a problem here and a problem there in it. And if he cares, as he ought to care, for consistency of thought and uniformity of treatment, he cannot possibly rest content with extracting the views of different writers on any question even when such help is available, without stringing them together on a definite line of thought. It is possible to patch up materials in answer to the requirements of the University. One question may receive its solution from the pages of Spencer, another intimately connected with it may have its answer abstracted from the pages of Hamilton, Ferrier and Bain, Lewes and Mill, Hume and Kant, writers of opposing tendencies of thought, may find themselves in close and illogical intimacy in the manuscripts of a teacher. This is not a mere possibility. We find this confusion of thought and inability of co-ordination even in some of the printed helps to our students, and in teachers of recognized ability and status. We have come across a manuscript copy of lectures on Psychology delivered by a so-called eminent teacher of the subject. And in it we found a strange and incredible confusion of ideas; two distinct questions, given separately in the curriculum—the theory that all kinds of sensations are resolvable into one primitive form of sensibility, and the theory that all sense organs have been developed out of one primitive form of

interest he took in the progress of the institution; and therefore he regarded the task, as possible. By argument and persuasion he succeeded in prevailing upon six of these guardians to consent to keep their girls for two years more in the school until they reached the Middle School standard. The importance of this step cannot be over-estimated. Every educated Hindu knows its value. That six Brahmin girls, some of them rich and the others poor, should have been permitted by their husbands and other guardians to continue to study in a public school even after they had become adults, was a forward move in the cause of Hindu female education, which till then was never dreamt of as possible to make. And educated India cannot be too thankful to these gentlemen, who have been bold enough to break through a time-honoured custom, and become the pioneers of higher education to Brahmin women.

Female Teachers:—The success of this attempt necessitated the appointment of a qualified female teacher to be in charge of the class composed of these six grown-up girls. As has been already pointed out by me in one of the previous numbers of this Review, one of the main reasons for the slow progress of female education in India, was the unwillingness of Hindu parents to send their girls to public schools taught by male teachers. Though this objection in the case of young girls studying in this school had been to a great extent overcome by the employment of men of good character as teachers and by the watchful care and close supervision of the managers, the committee knew that this objection which would be stronger in the case of adult girls, could not be so easily overcome; nor did they wish to try the new experiment with the help of a male teacher in defiance

of public opinion, as they feared that by doing so the experiment might fail altogether. They, therefore, decided that the new class should be placed in the charge of a female teacher. But in the then existing staff of teachers in the school, though there were four females, they were not qualified to take charge of the class. Two of these were Hindu widows, whose attainments were so poor that they could not teach beyond the infant standard. The other two were nuns belonging to the Convent of the Good Shepherd, who had been employed to teach only some special subjects such as plain and fancy needle-work, English music, both vocal and instrumental, and English reading. Their ignorance of the vernacular had prevented the school before from utilising their services in teaching other subjects, and prevented them from placing the special new class under their charge. Thus a select class of female teacher from outside had to be sought for. But neither the services of a lady of high attainments, who would have been the best suited for the post, nor those of a European lady who had a knowledge of the vernacular of the province, were available. The only available candidate for the place was a Eurasian lady, who had passed the Matriculation Examination of the Madras University, and who knew one of the vernacular languages of Southern India and was therefore expected to pick up a knowledge of Kanarese in a short time. The committee appointed her on probation for a year and placed the new class in her charge.

English and Kanarese courses of study:—The committee had then to decide the curriculum of studies for this class. But before doing so they had to come to a decision on another important point, whether Kanarese or

English should be the chief language to be studied by these girls. Until then Kanarese had been the chief language taught in the school, and English had received only a secondary consideration. The importance given to Kanarese had made the school popular, and had enabled the pupils to pick up in the short period of their school course a great deal more of general knowledge and information than they would have done if English had been the chief language and also the medium of instruction in other subjects. For these and various other reasons the majority of the members of the committee were of opinion that Kanarese should be the chief language taught in the new class also, and that it should be the medium of instruction in other subjects. But a few of the members of the committee, and some gentlemen who, though unconnected with the school, were deeply interested in its progress, urged the importance of English and suggested that the course of instruction for the new class should be in English. Then the committee wisely made up their minds to refer the question to the decision of that eminent English educationist, the late lamented Mr. Porter, M.A., who as Principal of the Kumbakonam College for a period of more than ten years had done distinguished service in the cause of male education in the Madras Presidency, and who had subsequently been appointed here, first as tutor to the late lamented Maharajah, and then as His Highness' Private Secretary. His opinion was regarded as highly valuable, as his long stay and sympathy with the natives of the country had given him an insight into the condition of Hindu society and their wants and aspirations. He had been taking a keen interest in the progress of this institution from the beginning, and had always

helped the managers with his sound advice and guidance. Accordingly the committee decided to refer this important question to him as the best authority on the subject, and abide by his advice. He carefully thought over the matter, and gave it as his opinion that under the circumstances it was desirable that Kanarese, the vernacular of the province, should be the chief language taught in the Middle School department also, and that it should be made the medium of instruction in other subjects. The reasons which led him to this conclusion were publicly expressed by him in the speech which he delivered at the Anniversary of this institution in 1885. As most of the educated natives of Southern India would like to know what the views of this great man were on this subject, instead of giving a summary of his opinions, I shall quote here in full that part of his speech which contains them:—

Mr. Porter's views:—"I am reminded here that there is a more advanced party for whom a scheme framed so carefully in reference to native ideas, does not appear sufficient. They want something bolder and well-decided. They urge that the education should be more thoroughly an English education. As to the first point there need be no difference of opinion. The education of girls is now limited by the early age at which they leave school. One of the most interesting points in the report has reference to the efforts the managers are making to remedy this evil, and which have already been attended with great success. It is very gratifying to hear that so many of the pupils are anxious to continue their studies at home, and are eager to avail themselves of the means for this purpose which the managers have placed at their disposal. The excellent

Examination scheme which the committee have prepared will, I have no doubt, give a great stimulus to this part of their work.

"As to making English a more prominent object of study, there are several points for consideration. The reason urged in its favour is that it will bring about harmony of thought between the men and the ladies of their families. But this obviously applies only to the families of educated men. But the managers of this school take a wider view of their duties, and wish to make female education general. Now it is easy to imagine a case where the result of a higher education in English would be the reverse of harmony. This school is not intended for the children of the official classes only, who are themselves well versed in English literature. There are here no fewer than one hundred and fifty children belonging to the most orthodox families of Mysore. Now conceive the alarm that would be caused if some of these clever little girls were to get an inkling of the modern spirit, and even to rise and suggest that this or that custom was foolish, or that this or the other practice was irrational. There is no doubt that the children would be withdrawn, and female education in that and similar families stopped, probably for a generation.

"On many grounds the committee prefer that the main teaching should continue as it is now in the vernacular. In scientific subjects, it leads to clearer ideas from the better knowledge of the language in which they are gained. In literature the vernacular comes to their heart and feelings in a way which a foreign literature cannot do without many years' study; and there is unmistakable evidence that if English were taught, as it is to boys, it would produce indifference to that literature and a scornful neglect of it.

At the same time, as there are so many who wish their daughters to learn English, the committee offer means of laying a foundation in that language, on which those who please may proceed to raise what superstructure they please. I have great confidence that the future progress of female education here will show that the committee have done wisely in seeking to make their system acceptable to all classes, and not thinking solely of those who wish a more purely English education."

Having decided that the course of instruction should be in Kanarese, the committee had next to settle what subjects should be included in the curriculum of studies in the Middle School Department. For various reasons it was considered necessary that *cooking* should be introduced as a compulsory subject of study in the Middle School classes. A special text-book on the subject was got up, and the author himself was appointed to teach the subject in the school.

In addition to *cooking*, Object-lessons and the Kindergarten system were introduced during the year (1885). The lessons on objects were given by the graduate teachers in the staff; and for giving Kindergarten lessons a German lady, who had received a special training in the subject, was appointed, and her services were also utilised to take the girls of the highest class in Drawing.

S. MALHARI RAO.

(To be continued.)

IS MASON'S GRAMMAR FAULTLESS?

If we are to be guided by what has appeared of late from the pen of some one who signs himself "N'importe," the answer to the above question must be at once in the affirmative. But others might be presumptuous enough to differ with Mr. Mason at times, even on points on

describing the life and virtues of that model Hindu wife, Savitri of legendary fame, and Stotrasangraha, a collection of our sacred hymns and prayers. When the conservative Hindu women, who were at first dead against female education of any kind, found that what the Home-pupils learnt was precisely what they would wish all Hindu girls to learn, they not only encouraged the Home-students in their studies, but also became desirous that the girls of their own families, who had not been fortunate enough to receive a school-education, should share the benefits of this instruction at least. The younger women of these families were only too glad to take advantage of this favourable opinion held by their elders. They applied through their guardians for admission to the Home-classes, and the committee readily admitted them. In the course of one year the number of pupils rapidly rose from 20 to 67, and the committee had to appoint five additional teachers. Thus the scheme for Home-education devised by the committee, by also making the cause of female education in general popular to a certain extent among conservative Hindu ladies, effectually served the double purpose of providing Home-instruction to those girls who after leaving school were desirous of continuing their studies, and of bringing under instruction young family women who had received no education at all before.

Secondary Education:—The scheme, though so highly successful, did not completely fulfil the ambition of the committee. They found that out of 57 girls of ages varying from 10 to 14, who had been withdrawn from school within a period of three years, only 20 had joined the Home-classes, and the rest had given up their studies altogether; and it was

feared that these latter might in course of time forget even the little they had learnt in school. The committee felt that this result was due to their having failed to create in the minds of the pupils while in school, a thirst for knowledge. They therefore made up their minds that even if they did not succeed in giving the girls a high liberal education in the school, they should try their best to give them at least such an education as would create in their minds a desire to pursue their studies in their homes after leaving school. To effect this they found that it was necessary to raise the standard of instruction in the school. The highest standard taught in the school then, was a little above the Upper Primary standard but below the Middle School; and it was resolved to open two more classes and bring the school up to the Middle School standard, and then if there was a necessity to open a High School department.

It was all very easy for the committee to start new classes, but not one of them knew where the pupils for these classes were to come from. It was only through the confidence of the community in the committee of management that girls were kept in the school until they attained the age of puberty; and the committee knew that it was almost a hopeless task to induce guardians of girls to keep them in school beyond that age. However, the Honorary Secretary of the school, Rai Bahadur A. Narasim Iyengar, was more hopeful than the rest. Just then about a dozen girls who belonged to the highest class and the one next below it, were about to be withdrawn from school as they had all passed the age-limit above referred to. The guardians of these girls were most of them his friends and relatives or acquaintances. They had all a regard for him for the deep

a noun. If such is the case, (and the truth of this is admitted), he should not have included adjectives at all under the heading of pronouns. Perceiving the inconsistency, he attempts to get over it by telling us in a foot-note, that "noun" is not here used in its ordinary sense, but in a wider one which includes adjectives as well as substantives. This however does not help him much; for in the same page he defines a pronoun to be "a word which denotes persons or things without naming them." Now the only part of speech which can denote a person or thing is (by his own showing in page 20) a noun proper or some word, such as a pronoun, which is a substitute for a noun proper. Moreover, if "any" is a pronoun, then the article "a" is a pronoun; for "any" like "a" is merely a variant of the adjective "one." Yet, who would say that the articles are pronouns? Again, if words like "any, some, &c.," are pronouns of the adjective class, there must be some corresponding set of adjectives proper, for which these adjective-pronouns can be used as substitutes. Where are they?

6. In page 61, he deals with what he calls *Reflexive* pronouns. The change of name from *reflexive* to *reflective* appears to have been adopted for the sake of eccentricity. Not only is it opposed to the nomenclature used by all other grammarians, but it violates the principle on which adjectives ending in *re* are formed from Latin verbal roots: for this suffix is not appended to the root of the present tense but to that of the supine or past participle. Are we to violate this principle, because Mr. Mason has chosen to do so? It is true that we have the word "reflective;" but this has a totally distinct meaning from "Reflexive," (which is a well-established grammatical term), and was purposely formed from the present root in order to show this difference. Perhaps Mr. Mason will tell us next to speak of "reflect action" for "reflex action."

7. In page 54 he deals with *Relative* pronouns. He tells us in a foot-note that they ought

to have been called "Subjective" pronouns, because they "have the power of grammatical subordination," that is, are used in *Complex* sentences to make *Subordinate* clauses. Here he appears to have forgotten that a *Relative* pronoun can be sometimes used in a *Co-ordinate* (that is, in a simply continuative) sense, as well as in a *Subordinate* one; and that therefore they can be used in compound sentences as well as in *Complex*. What is still more curious, he himself draws attention to this fact in the very next page. Still more curious is it to find that in page 242 he himself calls them "*Relative or Conjunctive* pronouns." The term "*Conjunctive*," since it covers the ground both of *Co-ordinate* and *Subordinate* clauses, is evidently the right one; and this term is well in keeping with the fact that a *Relative or Conjunctive* pronoun is in reality a double part of speech—a conjunction and pronoun in one.

8. In page 65 he says that the use of the *Passive Voice* is confined to *Transitive* verbs. This is wrong. The verb "fight" is *Intransitive*. Yet we can say, "A hard battle was fought." In fact any *Intransitive* verb that is followed by a cognate object in the *Active* form, can be conjugated throughout in the *Passive* form. Similarly in Latin many *Intransitive* verbs are conjugated in the *Passive* voice; but in Latin the *Passive* voice of such verbs is always *Impersonal*, whereas in English, what is the Cognate object in the *Active* voice, becomes the *Subject* in the *Passive*.

9. His account of the verb "dare" in page 92 is faulty in two respects:—(a) He says that the third person singular, Present tense, is "dare," and not "dares," omitting to explain that it is "dare," only when the sentence is *Negative*, as "He dare not go." It would be wrong however to say "He dare to go;" instead of "he dares to go." (b) He says that the Past tense is "durst," omitting to add that "dared" can be also used, and that "durst" is seldom or never used except when the sentence is *Negative*, while "dared"

which he has authoritatively laid down the law. We can but place our own view of the facts before the reader, and leave him to judge for himself. The remarks which we are about to offer are based on the larger "English Grammar including Grammatical Analysis," Ed. 1891. They go to show that Bain, though somewhat out of date on certain points, is still on the whole a safer and more consistent guide than Mason.

1. Mr. Mason's classification of Nouns, given in pages 20, 21, is less logical than that given by Bain, who begins with recognising the fundamental distinction between Abstract and Concrete, and then sub-divides the latter into Proper, Common, Collective, and Material. On the other hand Mr. Mason ignores the term Concrete, and puts Abstract and Material in the same class with Common, because these *can be used as Common nouns*. He forgets that Abstract and Material nouns belong to an entirely different category, since they have no Plurals and cannot be preceded by an article, except when they are used as Common nouns, that is, when they cease to be Abstract or Material. If every noun which can be used as a Common noun is for that reason to be classed as Common, then he ought to have included Proper nouns in the same list; for these can be used as Common nouns quite as easily.

2. His classification of adjectives in page 30 is into Qualitative or Descriptive, as *white*; Quantitative, as *all*; Demonstrative, as *this*;—three classes in all. The classification is obviously incomplete. For if there is such a thing as a Proper noun, say *India*, there must be a Proper adjective as *Indian* to correspond to it. Again, his classification leaves no place for Distributive adjectives. That "each" is an adjective is admitted indirectly in page 48, where (in the chapter on Pronouns) he calls it a "Distributive Adjective." The same word reappears much later on (in page 174) under the name of a "Singular Demonstrative adjective."

So according to Mason the same word is at once a Distributive adjective, a Singular or Quantitative adjective, and a Demonstrative adjective. How is the student to parse such a word?

3. In page 37, after distinguishing the Attributive and Predicative uses of adjectives, he says that "*all true adjectives can be used in both ways*." This is not the case. We can say for instance, "every ball (attributive)," but we cannot say, "the ball is every" (predicative). The fact appears to be this:—attribution of some kind or other is the essential characteristic of all adjectives; whereas the predicative use, though very general, is not a necessary concomitant.

4. In page 43, he defines the comparative degree of an adjective as follows:—"The comparative degree of an adjective is that form of it, by means of which we show that one thing or set of things possesses a certain quality or attribute in a greater degree than another thing or set of things." The wording of this definition is open to criticism. When we say "a man is more merciful than a wolf," we do not say or imply by the form of expression that a wolf possesses the quality of mercy in any degree whatever. Mr. Mason's definition holds good, only when the two things or persons compared are of the same class or kind, that is, when both possess in some degree or other the quality in question. This may seem perhaps rather a small point. But we expect precision in an author, who lays claim to uncommon accuracy, and speaks of his fellow-grammarians in a tone of something like contempt, whenever they differ from him.

5. His treatment of Pronouns in page 48 is, to say the least, confused. In his list of pronouns he includes several words such as "any, some," &c., which he had already dealt with in the chapter on Adjectives; but he does not give the student any clue as to when they are to be parsed as pronouns proper and when as adjectives proper. A pronoun, he says, is a word used for

refined and her appreciation of what is just and true is always unqualified and heart-felt. It must, however, be said in justice to the boy that the power of analysis and abstraction, and the ability to argue out a question logically belongs almost exclusively to him. She has ardent sympathy in partaking of the joys and sorrows of others, while sternness, obstinacy, and indifference to other men's feelings are the eminent features of the boy. The power of reflection is also to be found in her; but it is slow though serene and faithful, and it most often follows decision instead of preceding it. When the transition comes on, an unreasonable sulkiness and solitariness betray themselves in the girl.

Such in brief are the mental characteristics of the girl and the boy. Their capacities seem to be very nearly equal, at least in earlier years, and just as education is necessary to repress the unsocial tendencies and modify the weak features of the boy, so education is necessary to modify the weak features of the girl. Sulkiness and solitariness, extreme sensibility and fickleness, profuse sympathy and tenderness, have to be suppressed or modified as the case may be by education. Her sentimentality can be suppressed, her reason strengthened, and her deficiencies supplied only by education. Thus, there is as much necessity if not more for the education of the girl as there is for that of the boy. The subjects of teaching may be the same for both, but the methods of teaching must be different since the weak features of the girl are entirely different from the weak features of the boy.

If, however, it is alleged that the mental power of the boy is certainly superior to that of the girl in the third period, for example, of the school-going age, it may be safely as-

serted that this is due to the persistent neglect of the girl's claims for education for several generations and the transmission from generation to generation of peculiarities which were getting weakened owing to want of proper nurture. From the glorious examples that we have of women having by education risen above even the greatest of men and acquired high distinction and honours (such examples are not a few), we should be able to say that it is quite possible to train up in the long run the alleged inferior mental faculties of the girl to a strength that is sufficient to enable her to cope with the boy, not to excel him in all his achievements in after-life.

A. SUBRAHMANYAM.

FEMALE EDUCATION IN INDIA.

The Maharani Girls' School, Mysore.

1884-1885.—*Home Education*.—In the October number of this Review I briefly referred to the arrangement made by the school-committee, for imparting instruction to grown-up girls in their homes after they were withdrawn from school. The first batch of students who joined the Home-education classes, were all of them ex-pupils of the school. But the elderly orthodox native Pundits (scholars), who were employed to do this work, commanded the respect and confidence of even conservative Hindu parents, and hence the scheme soon became so very popular that even those grown-up girls and women who had not received any education at all before, were induced to seek admission to the Home-classes. I shall explain how this result was brought about. The text-books used for Home-instruction were the Kanarese Maha Bharata, Savitri-charitre—a poem in Kanarese

is one which demands from the 'educated' Natives of the Presidency a much deeper attention than it will probably receive. The subject was not a new one. Far from it, on the education of women, wisdom has been crying out in the streets, (that is, on the platform and in the press), this long while now. There is probably not an 'F. A. Student' who has not produced an essay in composition upon it. Most of the arguments in favour of the Western ideal are familiar to every educated Hindu; in many cases have been logically assented to, but in almost all, have been practically ignored. The advocates of reform might well be tempted to despair. Not so Mr. Sturrock. He still believes in the efficacy of 'constant iteration.' He is of opinion that the miserably small progress which has been made in this country in the matter of female education, is due, not to 'the helplessness of educated Hindu men in the face of difficulties,' but to the fact that *in their hearts* (which is an entirely different matter from purely logical assent), they are not satisfied 'that in the case of Hindu women the advantages of Western education outweigh what to them seem serious drawbacks.' This feeling Mr. Sturrock believes may be overcome—must be overcome, if there is to be in India any real national advance whatsoever. 'A nation,' he declares, 'cannot progress when its men and women are hopelessly divided in their religious and intellectual sympathies.'

Is this proposition a true one? If it is, then the last word on the matter has been said, and those who by word or deed oppose the extension of Western education to Hindu women, are hopelessly fighting against light with the sure prospect of obtaining that measure of success which inevitably results in a struggle so conditioned. In the sentence

quoted above the lecturer went to the very root of the matter, and it would be well for the educated Hindu to face the question steadily from that point of view, instead of confining his attention solely to smaller and comparatively secondary advantages and conveniences which may or may not be supposed to follow from the higher education of his womankind. Indeed no better method of completely satisfying oneself as to the truth of the whole question could be devised than a thorough examination of Mr. Sturrock's serious and weighty address, and a careful testing of every fact advanced and every principle enunciated; for the address is either, as Lord Wenlock declared it to be, 'one of extreme importance and of great value to all those who are interested in the welfare of this country,' or it is a tissue of most dangerous fallacies, the true nature of which it is essential to expose at once and for ever.

Is it true that the real advance of a nation depends upon some approximation towards intellectual equality in the relations of men and women? The voice of history alone can answer. To history then let the enquirer turn. If he goes first, as is natural, to the history of India, Mr. Sturrock, quoting from an Indian writer, will tell him that in the great Hindu period; that period whose glories it is at present the fashion so often to appeal to, women were, to their husbands 'intellectual companions,' 'affectionate helpers in the journey of life,' 'inseparable partners of their religious duties.' Let the enquirer carefully test this assertion. If he then goes to the histories of European civilisation in ancient and modern times, and places under review the civilisation of Greece and Rome, and the present civilisation of modern Europe, he will find historians telling him a num-

ber of things which very decidedly make for Mr. Sturrock's proposition. The greatness of Greece was as short-lived as it was brilliant, but in those ages in which its foundations were laid we seem to learn that there was something very nearly approaching intellectual equality between men and women. When Greece fell this was no longer the case, at least at Athens. The Athenian wife was no longer the intellectual companion of her husband, and the cultivated Athenian turned for sympathy elsewhere, to the immeasurable corruption of private and public morality, and to the speedy decay of that national life whose roots ever strike down towards, and draw sustenance from, the fertilising soil of a healthy family life. Nay more, those very moral deficiencies which hastened the downfall of free Greece are exactly such as may be expected to be fostered when children lack the guidance of wise and cultivated mothers, and are, strangely, or not so strangely, almost identical with those moral failings which may with most justice be levelled against the character of the average Hindu of to-day. Such was the practice of Greece in the days of her dissolution and fall. Meantime what was Greek theory? What was the view of the wisest of the Greeks, those Greeks through whom Greece still lives? What said Plato? The testimony of Plato should carry considerable weight with educated Hindus, for there is not a title in the Philosophy of Plato which is near akin to Indian philosophical systems, so much so that there have not been wanting some who—erroneously, it would seem—have claimed for the wisdom of Plato an oriental source. Plato very accurately perceived in what the rottenness of the state of Greece consisted, and in his sketch of that ideal state which should be free from those vices,

he insisted that the education* of the women should be identical with that of the men.

Such is the testimony of Greece and of Plato. The testimony of Rome is in no way contradictory. The civilisation of Rome, though not so brilliant, was certainly more enduring than that of Greece. Many of those qualities whose absence contributed towards the downfall of Greece, were conspicuous in the Roman character; and the position of Roman women was undoubtedly higher than that of Greek women. Roman girls, even in very early times, attended school just as modern English girls do, (the story of Virginia tells us this much), the Roman matron was to a large extent the instructress of her children, and the Roman ideal of a wife and mother is shown in the manner in which history has handed down the name of Cornelia, a woman of the highest culture, the mother and instructress of the Gracchi.

Coming to modern European civilisation, our enquirer could not help reviewing some of those 'forces' which may be said to have built up the modern civilised life, for instance, Christianity, the Teutonic character, the Renaissance and the Protestant Reformation. What light will these throw on the 'woman question.' In the case of Christianity much might be said on both sides. At an early period Christianity took over a great deal of oriental asceticism, and asceticism, like its opposite, sensuality, inevitably leads to the degradation of women. But Christianity by insisting on the absolute value of every individual soul for its own sake, and therefore of the soul of the woman no less than the soul of the man, supplies us with a line of reasoning which in its turn supplies us with the strongest of all arguments for the higher state which should be free from those vices,

* Plato, The Republic, Book V.

can be freely used in Negative and Affirmative sentences alike. "He durst not go;" "He dared not go;" "He dared to go."

10. He is somewhat adrift in his account of the verb "need" in page 93, where he says that the third person is "he need," and not "he needs." He should have explained that "need" is used for "needs," only when the sentence is Negative.

11. In page 103 he gives a faulty definition of adverbs:—"An Adverb is a word which adds to the meaning, and limits the application of a verb, adjective, or other adverb." This is faulty, because it is well-known that adverbs can, and frequently do, qualify certain other parts of speech besides verbs, adjectives, and other adverbs. He is quite aware of this himself: for he tells us in the same page that "an adverb sometimes modifies a preposition," of which he gives the following example, "I have got *half through* my task." But instead of correcting his definition which is admitted to be wrong, he thrusts the remark into a foot-note, where it is printed in very small type.

12. In page 120, after saying that conjunctions for the most part join one sentence to another, and not one word to another word, he points out in a foot-note "that the *single* exception is the conjunction *and*, which, besides uniting one sentence to another, may unite words that stand in the same relation to some other word in the sentence, as in '*Two and three make five*.'" He is mistaken, however, in thinking that *and* is the only exception. Take the following example. "That was the gift of a poor, *but* honest, man." Where are the two sentences which according to him must be united by the conjunction "*but*"? There is in fact only one sentence, and it is impossible to separate it into two distinct clauses. The adjectives "poor" and "honest" are united by the conjunction "*but*," and are in the same relation to the noun "man," which is qualified by both of them.

13. In another foot-note in the same page he

says that the name "Disjunctive conjunction (a joining word which *disjoins*) is a choice specimen of absurdity." We admit that the name "Adversative," (which he has adopted from Bain without acknowledgment), is preferable to that of "Disjunctive." But before ridiculing the nomenclature used by other grammarians, it is a pity that he did not take the trouble to understand them. The name "Disjunctive" was intended to show what is quite true) that conjunctions of this class, such as "*but*" in the example last given, disjoin, separate, or contrast the meaning of two words,—not that they separate the words themselves. The conjunction "*but*," in the example given, separates or contrasts the meanings of "poor," and "honest," while at the same time it unites the words themselves as epithets qualifying the noun "man." The function of this conjunction will continue to be what it is, whether we retain the old name "Disjunctive," or adopt (with Mason) Bain's amendment,—"*Adversative*." It conjoins or unites words or sentences, while at the same time it disjoins or distinguishes meanings.

14. In page 125 he gives us his description of "*than*," and in doing so he never once recognises the fact that this word, like many others in our language, may be a preposition as well as a conjunction. He alludes superficially to this point, however, in page 177, under the heading of "Anomalous Constructions," amongst which he wrongly includes the use of "*than*" before "*whom*." He says—"No satisfactory syntactical explanation can be given of the use of the relative *whom* after *than*." He does not seem to be aware that "*than*" has been used as a preposition by some of the best English writers, and is so used to this day in the language spoken by the most cultivated persons. How would Mr. Mason explain such constructions as the following?—"He said this on more occasions *than* one." "I read no books other *than* novels." Examples of the sentence into two separate clauses, one of

matter of sanitary inspection; but as only those accepted as efficient will be counted as supplying the needs of the locality the inefficient ones will find themselves exposed to the competition of newly established public schools.

Such is the solution of the great private school difficulty; and on all sides it is admitted to be perfectly fair.

The educational inspection will be conducted by persons specially appointed for the purpose by the Local authority from a list of suitable men and women compiled by the Central Council, and will have reference to the administration of the school, and the number and efficiency of the staff.

IV. The Registration of Teachers. On this much-fought point the suggestion is to make the qualifications personal ones, quite independent of the kind of work being done by a teacher; that is, only the names of those producing (1) a degree or a certificate of attainments accepted by the Central Council as satisfactory and (2) a diploma or a certificate of adequate knowledge of the theory and practice of education granted by a body recognised by the Council, should be admitted to the Register, no matter whether he or she be engaged in a Secondary or a Primary School, or in private tuition. For the present, however, the Educational Council is recommended to accept all who can produce 'satisfactory evidence of intellectual acquirements and competence to teach,' and who have been teaching for some few years.

It is suggested that after, say seven years, no unregistered teacher be appointed to teach in a recognised Secondary school. This provision, with the publication of the Register and of Lists of Recognised Schools, will, it is

believed, lead to the gradual extinction of incompetent teachers.

On the Training, or Professional Education, of Teachers the Report is hesitating, not to say weak. It does not make out a good case for it, nor does it indicate the means of accomplishing it. The burning question for all assistants has been, for some time past, that of the tenure of office. The absolute right of dismissal lies, generally, with the Head. The Commission recommends a right of appeal to the governing body of the school, the appeal to a far more competent and judicial central body being regarded as too cumbersome and expensive. This decision is far from satisfactory to either Heads or Assistants, for it fails to command confidence and to secure justice. It is better than the present position, however, and may lead the way to something fairer when Parliament takes up the question.

The Commissioners have aimed not at a uniform system but at a correlation of authorities, a 'coherence' among those doing the same or similar work in order that the present friction, waste, competition and over-lapping may be done away with. They point out that new vested interests are constantly being developed, and the powers and range of the present conflicting bodies increasing year by year, so that the longer the matter is delayed the more difficult will its settlement become.

F. GORSE.

THE EDUCATION OF HINDU WOMEN.

The address which the Hon. Mr. Sturrock delivered before the Presidency College Literary Society (now available in pamphlet form),*

* The Attitude of Educated Hindus towards the Education of Women, by the Hon. Mr. J. Sturrock, I.C.S., Madras: Srinivasa, Varadachari & Co. Price—Two Annas.

I purpose presenting your readers with a summary of the matters of more general interest. Setting logical order aside in the case of a monthly journal, I shall begin with

THE RECOMMENDATIONS.

These fall into five classes:—

- I. The Central Authority;
- II. The Local Authorities;
- III. The Provision and Control of schools, including Inspection and Scholarships;
- IV. Finance;
- V. Teachers—their registration, education, tenure of office, &c.

(No. IV. hardly requires any notice here.)

I. A Central Authority to be appointed, not to control, but to supervise, Secondary Education. This would be under a Minister who would be advised by a Council of about twelve, including representatives of the Universities and of educational experts. Bodies which now deal with Secondary Education would be absorbed or subordinated.

This Council would advise and aid local authorities (see below) and if necessary compel them to provide schools; determine what schools should be exempt from the jurisdiction of the latter (such schools as Eton, and Harrow, which are regarded as 'non-local'), arrange for the inspection of schools, and form the Register of qualified Teachers.

II. Local Authorities to be constituted for every county or county borough, to be elected by existing bodies, county councils electing more than half. The rest are to be co-opted; and it is recommended that teachers and members of School Boards should be secured.

This part of the subject proved to be one of great difficulty, and its importance was fully realised, for the whole working of the

scheme hinges here. It is important to note, therefore, that (1) school areas or districts are hereby indicated, an arrangement from which both harmony and economy are expected; (2) school boards obtain no share in controlling Secondary Education—which, throughout the Report, is clearly marked off from the Primary Education intended by the Elementary Education Acts. London is treated as a special case; there the School Board will elect one-seventh of the members.

III. The duty of the Local authorities is:—to provide schools, either by bringing private or proprietary schools up to the required standard, or by adapting endowed schools, or by erecting new ones; to adapt all available endowments and administer all funds and rates assigned to Secondary (and Technical) Education; also to exercise supervision both educational and sanitary over all Secondary schools in its area claiming a share of public funds on account of their efficiency, and a merely sanitary supervision over all schools whatsoever; to prepare a list of recognised schools as efficient; to admit private schools to this list on complying with certain conditions as to buildings, appliances, teachers, and publication of accounts; and to establish Scholarships if it think fit. Within its purview will come higher grade elementary schools and evening continuation schools (now managed by School Boards), and technical institutes and classes.

In the Finance section it is recommended that such Local authority have power to levy a special rate, and to utilise endowments formerly used for Primary education but no longer needed for this purpose, as well as non-educational endowments.

Private schools which do not desire public recognition will be left alone, except in the

ers never dreamed of leaving their women-folk behind them. If the Reformers had reasoned as the educated Indian graduate appears to be reasoning; if they had addressed their wives and mothers thus—'This new light is a very admirable thing for us, and old outworn superstition a very baleful thing. We decline to hold for Gospel the stuff the priests tell us, but for you, in the interests of morality, of the social life, of national traditions, we charge you remain contentedly in darkness,'—if the Reformers had spoken and acted thus, we may be sure that it would have needed far milder measures than inquisitions, thumbscrews and Smithfield fires to have extinguished the Reformation movement for ever, and the poor tallow candle lit by Ridley and Latimer would have been puffed out by the first breath of priestly derision. The men of the Renaissance and the Reformation imparted the new learning and the Gospel to their women, because they believed that the new learning and the Gospel were good things. Shall we be driven to argue that the educated Hindu withholds culture from his women because in his heart of hearts he does not believe in it, and that all the talk about 'enlightenment,' science and so on, 'generously bestowed by a benevolent British Government' is so much cant, 'from the teeth outwards'?

I have dwelt upon the historical significance of the 'woman question,' because only by the application of some 'historical method' can the truth or falsehood of Mr. Starbuck's contention be demonstrated. If once that contention be verified, then the whole principle is settled, and the only consideration that remains is the question of means, which we cannot doubt will in course of time be forthcoming. But for other reasons it is well not to

lose sight of the historical method. It is too common, both for those who advocate and those who oppose the intellectual advancement of women, to argue as if the whole question was an entirely new thing, even in Europe. The bicycling, electioneering 'new woman' is of course a novelty, but she is only a passing fashion, and is likely to do neither good nor evil, poor thing! But it is false to suppose, as such ladies of the 'pen as Madame Sarah Grand evidently suppose, that up to the present century men have remorselessly lorded it over the weaker sex, who have been little better than dolls or drudges. The author of *The Heavenly Twins* writes as if a great era of Revolution or 'Evolution,' (that blessed word) would certainly dawn if only girls were properly instructed in the Philosophy of Mr. Herbert Spencer; that young ladies would cease to be vain and frivolous and worldly, and rakes and debauchees would vanish from off the face of the earth. Alas, in spite of the Synthetic philosophy, feminine eyes are not likely to become indifferent to the charms of a pretty frock, and as for the rakes and debauchees they are like to remain 'filthy' still, though we may hope in diminishing numbers. If the equality of the sexes, and the culture of women were new things, thoughtful men might well shrink from making experiments. The cause of women will be little helped by maintaining such an hypothesis. Far more good will be effected if the advocates of the education of women can show from the pages of history, that great movements have only been possible, great civilisations only been advanced, noble nationalities only built up, when there has existed between men and women some measure of equality, and a full measure of intellectual sympathy.

education of women. If the development of his intellectual faculties be essentially a part of the spiritual life of man, as who can doubt that it is?—the contrary cannot be true in the case of women. Women may claim intellectual culture, not merely that it may make them better wives and mothers, but because they are capable of it, and because it is contrary to nature that they should be deprived of it. And this indeed was Plato's argument. In other ways Christianity indeed exalted the conception of womanhood. 'Woman,' said an old Catholic bishop,* 'has been admitted to a higher privilege than man. It has not been given to man to be the father of God. To woman it has been given to be God's mother.' Milton writing on the institution of marriage, in language instinct with sublime idealism, declared that 'loneliness was the first thing which the eye of God named not good,' and that 'loneliness' must be understood, not in a purely physical sense, but as loneliness of the mind and spirit. Such is the contention of the great Christian poet, and its bearing on the question in hand is obvious.

How far modern history has been influenced by the infusion of the Teutonic element it is impossible to estimate. That it has been very greatly influenced cannot be denied. With no race have the relations between men and women tended more towards equality than amongst the Teutonic peoples. We see it in very early times. Tacitus tells us that the tribes of Germany believed 'that there was something sacred and prescient in women; neither do they (the Germans) despise their counsels (their 'redes') nor make light of their answers.'† The Norse Sagas tell the same

* St. Hugh, Bishop of Lincoln, quoted by Froude, *Short Studies on Great Subjects*, Vol. II.

† Tacitus, *Germania*, VIII.

tale. Women are still the counsellors, the givers of redes;—'Teach us,' says Signrd to Brynhild, in the great prose epic of the Volsungs "teach us the lore of mighty matters," and again 'surely no wiser woman than thou may be found in the wide world; yea, yea, teach me more yet of thy wisdom,' and, 'none among the sons of men can be found wiser than thou; and thereby swear I, that thee will I have as my own, for near to my heart thou liest'—a somewhat sound reason for choosing a wife.* At a later date the same spirit reveals itself, though in a somewhat fantastic form, in the institution of chivalry, and still later in the free and independent position which English and American women enjoy to-day. The question for our enquirer to decide is, whether this state of things has helped forward or retarded the Teutonic peoples, that is to say again, whether Mr. Sturrock's proposition is true or false.

With regard to the Renaissance and the Reformation, it is enough to say that women shared to the full in these great movements. In the case of the Renaissance we have only to think of Lady Jane Grey reading her Plato, or of Queen Elizabeth delivering a speech in Latin before the learned Doctors of Oxford: or again one might look at the women of the Renaissance as portrayed by the greatest man of the Renaissance, the full-blooded, strong, yet infinitely womanly, heroines of Shakespeare, his Portias and Rosalinds and Beatrices, worth each of them, one would say, a good roundly score of 'patient Grisells,' and exasperatingly submissive Enids.

Neither is the part played by women in the Reformation less significant. In their exodus from the house of bondage the Reform-

* Volsunga Saga, translated by Morris and Magnusson, XX, XXI.

which would be a subordinate clause introduced by "than." We must simply accept the fact that in such examples "than" is a preposition followed by a noun as its object, and this is the only "syntactical explanation" (the word is underlined by Mr. Mason himself) that is required. If for the justification of such treatment of "than," the authority of standard authors and of common usage is not considered sufficient, as it surely ought to be, (for what better authority can we have for any point of Grammar?),—then there is no lack of precedent or analogy. "His knowledge is superior to mine."—"His knowledge is better than mine." The words "superior" and "better" are both comparative adjectives. The former is followed by the preposition "to;" the latter by "than." If "to" is a preposition, (and who will deny it?) why should not "than" be a preposition also? Further analogy is afforded by the Scotch use of the preposition "be" or "by" after comparative adjectives. A Scotchman would say "He is taller by any one of them," or to adopt the provincial brogue, "He is taller be onie o' thaim." Again, such a phrase as "instructive beyond these" can easily be substituted for "more instructive than these." Why is it ridiculous to regard "than" as a preposition, when its substitute word "beyond" is one? Again there is the analogy of French, "plus sage que lui," where "que" is translated by our own preposition "than," and "lui" is the objective case after it, "more wise than him." But grammarians of late years have so persistently conspired against the use of "than" as a preposition, that such a phrase as "than him" is declared to be ungrammatical. In fact, to escape being set down as blunderers, we must now always parse "than" as a conjunction, if it is possible to break up the sentence into two clauses. Where this is not possible, "than" will continue to be a preposition, whatever grammarians of Mr. Mason's school may say.

IMPARTIAL.

(To be continued.)

REPORT OF THE ROYAL COMMISSION ON SECONDARY EDUCATION.

Three of the nine volumes occupied by the above Report made their appearance late on the last day of October. Volume I. comprises the Report proper, that is, an account of Secondary Education in England at the present time, a critical review and summary of the evidence received, and the Recommendations; Vols. II., III. and IV., contain the minutes of evidence; Vol. V. is an important collection of Memoranda on various topics—such as the Training and Registration of Teachers, the Relation between Primary and Secondary Education, Pensions, official statements of the views or work of certain Associations, and official information as to the provision of Secondary Education in foreign countries; Vols. VI. and VII. give us the Reports of Assistant Commissioners appointed to visit seven typical counties and districts in England; and Vols. VIII. and IX. furnish statistics, &c.

The Commission was appointed in March 1894; the Report was signed, by every member, in August of this year. By the terms of the 'Reference' their enquiries were confined to the organisation of Secondary Education, so that unfortunately, we learn nothing whatever of the quality or character of the work done in our schools; the much-maligned private schools are neither acquitted nor condemned; the only consideration is to reduce things to a system. The Report proper calls for high commendation. It is well written; it is pervaded by a most humane tone in its references to teachers; it strikes one throughout as the work of fair-minded men; but it is characterised above all, by a judicial aptitude for finding a *via media*.

THE EDUCATIONAL VALUE OF
PRACTICAL GEOMETRY.

At the last meeting of the British Association for the Advancement of Science, among the numerous and various subjects brought under its consideration, was instruction in Practical Geometry in schools, introduced by Prof. O. Henrici. He said that the British Association would stimulate the teaching of this subject if it gave the matter some consideration, and that five and twenty years ago a movement was started to improve Geometrical instruction in schools. For want of encouragement it died away, and Euclid still retains its position in British Schools unaltered, although it has been discarded by educationists in France and Germany as being cumbersome and wordy, the propositions being reclassified and re-written in less antiquated language. An effort towards the same end was made in England about twenty years ago by Prof. J. Morell, H. M.'s Inspector of Schools, who translated the most important French work on this subject and had it published by H. S. King & Co. under the title of "Euclid Simplified." As the study of Geometry is a very valuable instrument of Education and is of incalculable use to many of our pupils in after-life, any methods which will facilitate its acquisition and render it comprehensible to immature minds, and interesting to our pupils, deserve the teacher's most earnest consideration. These aims are attained—in the writer's estimation—by preliminary instruction in form and practical geometry.

The instruction of Euclid after the usual methods has at all times been a slow and laborious work to teachers and a hateful one to pupils. In fact to many it is utterly impracticable; but after a few lessons in form and practical geometry, its acquisition becomes easier and interesting through the simple reason that geometrical words and phrases become to the pupils symbols of ideas which they apprehend. Their conceptions being based on what they

have seen or felt, and acquired by intuition through the senses, are accurately and indelibly impressed on their understandings. During the long experience of the writer he has seldom been thoroughly satisfied that his pupils clearly apprehend the several steps of a complex proposition in Euclid such as Prop. 7. Book I. This is the cause of more toil for a teacher than any other proposition between the covers, and it is not until the pupils have been well drilled through the first book that the notions of what they repeat so glibly are accurately understood. It is otherwise with those who have been instructed in form and practical geometry. Their teacher may then rely on the fact that his pupils understand what they are talking about and have a clear apprehension of the abstract ideas they have to deal with in Euclid.

The writer has met with a few teachers, and heard of many others, who insist on their pupils repeating *verbatim* the several steps of a proposition as laid down in Euclid. One has but to mention such a practice to procure its condemnation by every one who knows what education is, and ought to be. It burdens the memory with unmeaning words which are soon forgotten and leave no trace on the mind, it misuses the time and toil of both pupil and teacher, and develops a dislike for the highest and best instrument of Education. Some pupils, blest with a good memory, are able to repeat every step of a proposition without missing a word and yet remain ignorant of its meaning and application. To obviate the ill-effects of such a practice, the pupils should be accustomed to demonstrate their propositions with the figures in every position, and in their own words without letters or numbers, and, as they proceed, proofs should be demanded for every assertion made.

In short, the greatest care and watchfulness are demanded from a teacher to guard against "parrot" repetitions by the pupils. An accurately worded sentence is apt to mislead the teacher and beguile him into relying on the pupil's

versities of Europe during the Middle Ages; a work which has been eagerly anticipated for many years. The subject is an enormous one; but Mr. Rashdall is believed to be equal to it.

No academic year ever began more hopefully than this. We have had already the introductory lectures of professors of almost world wide fame, which promise to make the Session now opening a truly memorable one. Professor Dowden has been speaking on Puritanism in English Literature, and has shown the immense value of the actual work the Puritans did, and the still greater value of the impulse they gave to others. A noble literature must be founded on noble nature. Lord Acton also has begun his course. At Oxford, Professor Sayce lectured most brilliantly on the Chaldean Epic of Gilgames and the Story of the Deluge; Dr. Moore has started a series on Dante by a lecture on the geography of the Florentine poet; Dr. Sanday is giving not one but five inaugural lectures. All the new professors are men of great energy and ability; and their vigour seems to have stirred some of the old ones into renewed life.

The external aspect of the University towns is altering also. On the 19th of October Lord Ripon (who was at once recognised by the inevitable proximity of Mr. Oscar Browning, whose knowledge of peers is unrivalled) opened the new buildings of Miss Hughes's Training College for Women Teachers. There was a brilliant assemblage, and the speeches were abler than such speeches usually are. The Vice-Chancellor followed the Chairman; Sir John Gorst spoke with the authority of his office on the forthcoming report of the Royal Educational Commission; Mrs. Sidgwick of Newnham and Mrs. Ryzant of the North London Collegiate School also spoke on the importance of the training of teachers and on the necessity of putting an end to the system of crude experimenting that has hitherto prevailed; but the most striking speech was that of Mr. Edward Lyttelton, the famous Headmaster of Haileybury. He urged briefly and

humorously the absolute necessity of psychological study to the practical teacher. The new buildings cost £10,000; a tribute to the rapid growth of the college and of the ideas it represents.

Meanwhile the new drainage operations are going on. They do not add to the beauty of the town; but they will doubtless improve its sanitary condition. Every one who has seen them will admit that their results ought to be grand. Whether the great increase in the number of Oxford freshmen this year is due to the Cambridge drains or to Mr. Deane's pessimistic paper is a question which hardly admits of settlement as yet.

At Oxford also changes of a similar kind are in progress. St. Mary's Church has been restored—for the 27th time—and the buttresses lowered; new city Buildings have been erected, on a very ornamental plan; and we hear strange rumours that even Carfax is doomed. Indeed the present time seems quite a Napoleonic era of reconstruction.

We have in Cambridge had a visit from the Institute of International Law. Professor Westlake was in the chair, and was supported by Mr. Perels, Under-Secretary of State for Marine in Germany, and by M. Cluriet, of the Paris Bar. The Vice-Chancellor received the Institute in the Senate House; and the Mayor and Corporation welcomed it in the Guildhall. The meeting occupied its time with matters of international law too technical to be recorded here. We also had during the Vacation a flying visit from a number of geographers, who had been meeting in London. 'From the four corners of the earth they came,' from Göttingen, Turin, America, and Australia. They were received with more than Arab hospitality, being welcomed by the Vice-Chancellor in King's; and seeing as much of the University as they could compass in one day.

I spoke sometime ago of the election of the American Mr. L. S. Chanler as President of the Cambridge Union. As he has to go back home

The case of Eusapia Palladino and her exposure by Mr. Maskelyne only call for notice here as the meeting that was fatal to her psychic pretensions took place in Cambridge; and was attended by several men of local repute.

LONDON, October 30, 1895.

As I anticipated in my last letter the topic of the month has been religious education in Primary schools: the particular questions raised being—Should teachers who will not avow their belief in particular doctrines, or whose opinions are unknown, be allowed to give religious instruction? And if they conscientiously object to do so, and are relieved, will their chances of promotion be affected? The matter came up at the London School Board, where the subject has been smouldering for the past year. This Board employs many thousands of teachers, all of whom without distinction of any kind formerly took part in the religious teaching. Some two years ago, the clerical party on the Board, in their zeal for the precise and definite inculcation of certain doctrines, issued a now famous circular, offering to relieve any teacher who had conscientious objections to the adoption of a particular interpretation now first imposed, and to do this without detriment to such a teacher's prospects. The latter promise was absolutely explicit. In consequence, a few teachers applied individually for relief, and were relieved. Some 3,000 others, however, applied for relief in a body, acting through an Association to which they belonged. This application this Board ignored, the 3,000 were not relieved—indeed so large a number could not have been relieved—and so matters remained till quite recently. A few weeks ago the leading spirit of the clerical party announced that he would not observe the promise of the circular towards these 3,000, for he could not recognise their mode of answering the Board's circular, that he possessed a list of these teachers, and that he would use every legitimate means to prevent their promotion to headships; and as this gentleman was then on the Appointment Sub-Committee his threat was a significant one. And it was shown that he was as good as his word, in spite of the promise of indemnity (to which he had agreed)

The other matter, raised incidentally, as to the position and function of large Associations of teachers has been in men's minds here some time. The above incident may be regarded as a quarrel with the Association referred to. The Board has undoubtedly been met effectively not by its own servants, as such, but by a Society acting for them. And so long as the two parties on the Board are fairly even in number this Society of teachers will occupy a strong position. The kindred National Union of Teachers is doing most valuable work in helping isolated teachers in providing legal advice and help, and so forth. But as these and similar Unions possess considerable influence at the elections, and have it in their power to take drastic measures in the interest, not of the public, but of a class, they are looked upon with some mistrust. It will be unfortunate for them should they at any time by over-doing it give occasion to the enemy.

The Government has promised to restore the grant to King's College, London, without any conditions. As the College is professedly non-sectarian, all its professors, lecturers and masters being members of the Church of England, this is a partisan act of a most objectionable and absurd sort—for the next Liberal Government can, and probably will, withdraw the grant. On the ground of equity nothing can be said for such a step.

The representative of the Minister of Worship is said to have made himself conspicuous at the School Congress at Potsdam through the remark that the evangelical religion *only* is able to produce patriotic citizens, morality and order, an utterance which is all the more striking as Roman Catholic Schools are also under his inspection. To the demand of a practical schoolmaster to choose District Schools' Inspectors from the ranks of "*Fachmänner*" because these men understand more thoroughly the work of the National Schools and the wants of teachers, the "*Schubarth*" asked the question: "Whose fault is it, that we have got no school law yet?" It is not the emperor's fault, or that of his councillors. The black ravens that tear our state-bodies to pieces are the different parties, and it is owing to them and to their quarrels, that our 'bills' don't pass. As to school inspection, he thinks the theologians more fit for supervision than the "*Seminaristen*," because they are better acquainted with Logic and Psychology. A clergyman knows more than a "*Seminarist*," especially so far as religion is concerned. What a theologian lacks in practice, he will soon learn from the experienced schoolmaster. The clerical man has to understand the position of any working man, and how much easier is it for him to make himself acquainted with the position of a teacher. To this the headmaster of a National school answered: "We do not claim to have the same education as a university man, but we are capable, and perhaps more capable, than the clerical man to inspect our schools. If the pedagogical education of a theologian were sufficient, we would have made much greater progress in religious matters."

At the same Congress a Professor of History spoke against the system of teaching German history before *Roman and Greek* history. According to his idea, the foundation of all historical teaching ought to be *Roman and Greek history*. He is

not at all in favour of having pupils with different creeds. The teacher of history, who has to avoid offending the religious feeling of his pupils, is unable to treat his subject in the proper spirit. The Jew will never understand German history and German characters, neither will the Roman Catholic care to hear much about Luther. Still more discouraging is it for the master of history, if he discovers social democratic ideas amongst his pupils. It is about the same, as if scarlet-fever has broken out in a hospital. Only a Christian master, earnest in his belief, will be able to guide his pupils properly.

Very interesting was the treatment of the subject: "Increased intellectual education alone does not produce the happiness of the individual nor that of the whole nation." A "Schulrath" in Heilbronn complained of the *unhealthy* desire for education and intelligence of the present day, which is owing, he thinks, to the increasing materialism and which does not harmonise with the "sublime truth" and moral powers. A raised intelligence is not able to stop moral ruin, but in some cases brings it on. He is unable to understand, how at the late German Teachers' Association, intellectual education was considered the greatest benevolence. The want of education amongst the people must have its limits, especially for those who never leave their homes. Our relation to God must be the foundation of all our teaching and of all our thoughts. The belief of the social democrats, that knowledge is power, power is right, right is happiness, has to be rejected, and Falk's system, according to which knowledge is equal to morality and happiness, has broken down long ago.

OUR BOMBAY LETTER.

November 1895.

H. E. Lord Sandhurst made a capital speech at the Prize-Distribution of the Satara High School on the 2nd Instant. Referring to the propensity of Indian school boys to migrate from school to

school, His Excellency said:—"I do not think it is possible to lay too much stress upon the advantage of boys remaining at one school. We all know of instances where some boys do not succeed so well at one school as their companions, and this is inevitable in life; but at the same time, excepting under very exceptional circumstances, it stands to reason that if they forsake that school where the master is beginning to take an interest in them, although they may be dull boys, they are likely to fare worse in a school where no interest may be taken in them. Another side from which this question is to be looked at is that there are people who are accustomed to think that the only thing they send boys to school for is to acquire learning and some people are accused of sending boys to school simply to get rid of them. Whether this is true or not I cannot say, but in regard to the learning part of it I can assert that learning is not the only thing that boys get from school. They have to fall into the ways of the little world which surrounds them in the school; they learn to give and take as we men have to give and take when we mix with others in the world. They have to fall into the discipline of the school; interest is taken in them by the master and as they grow bigger and the responsibility of the school grows on them, they take interest in those beneath them in that school, and they, in their way, assume direction not only in the matter of work but of the discipline and also of the sports of the school. Therefore, whether you take it on the ground of learning alone, or on the ground of the disciplinary advantage and of the habits of life acquired, or whether you take it on both the grounds I have mentioned, there can be no doubt that it is much better for all boys to go to one school, provided it is well and properly maintained, and to stick to that school, until they pass in the final examination out of it, than to wander from school to school."

* * *
* At a meeting of the Faculty of Arts held on

understanding the matter under discussion. A word of caution to teachers: never be too certain that the teacher's ideas are accurately impressed on the pupil's understanding, for his conceptions are to those of his teacher, as his mental faculties are to those of the adult. They are usually imperfect, distorted and grotesque and need careful developing; training and pruning. Though practical geometry can never be employed as a substitute for Euclid, either as an instrument of education or the foundation for pure Mathematics, its office is a valuable one inasmuch as it facilitates the acquisition of Euclid, by substituting a foundation based on concrete conceptions instead of rearing it on abstract notions. It is besides of incalculable use to future Draughtsmen, Surveyors, Engineers and Ship Captains, in the practical business of life.

Amongst other works of the kind the writer has found Lund's Geometry as an Art and Science very useful for instruction in this subject, inasmuch as the problems it includes may be constructed with the aid of instruments and demonstrated by Euclid. In this way Science and Art proceed abreast to the obvious profit and pleasure of the pupil.

Kitchener's Geometrical Note Book published by MacMillan & Co., is also a useful work for this purpose and for habituating pupils in the use of instruments and the solving of simple problems. It will surprise many, who have not made this subject a special study, to see the number and variety of problems that can be worked out approximately, and in many cases accurately by the aid of mathematical instruments alone. A few examples from Kitchener and Ever's Navigation will illustrate the writer's ideas better than any amount of description.

Find the height of a tower whose angle of elevation, 200 yds. off, is 15° .

A man finds that a tower subtends an angle of 30° at his eye; he approaches the tower 27 yds. and finds that the angle is doubled. Find the height of the tower?

A man 50 yds. from the edge of a moat close round a castle, finds that the castle tower subtends an angle of 45° , while at the edge of the moat it subtends 60° . Find the width of the moat?

A see-saw 10 feet long rests on a post 4 feet high; it moves from a horizontal position. Through what angle will it turn before it touches the ground, and how far from the ground will the other end be?

A vessel sails on the following courses and distances, from lat. $46^\circ 37'36''$ N. long. $61^\circ 56'8''$ E. Find the course, distance lat. and long. from the following.

Sailed E. 43 miles; E. by S. 50 miles; E. by N. 30 miles; N. E. 45 miles; N. by W. 30 miles; and N. E. by E. 27 miles.

In short the number and variety of propositions that can be worked out by the aid of practical Geometry need a special work to show what can be done. The writer's object is to direct the attention of teachers to it as a useful instrument for facilitating the acquisition of the abstract notions of Euclid.

P. STAUNTON.

FROM OUR UNIVERSITY CORRESPONDENT.

CAMBRIDGE, November 1895.

The Long Vacation is over, and we are now in the full swing of work again. The sensation of the early part of the month was the appearance of an article by the Rev. Anthony Deane in the *Contemporary Review*. Mr. Deane, only a year or two ago, was a well-known undergraduate of Cambridge; a light of the Union, and a budding 'Granta' poet. Since then he has spent a year at Cuddesdon, has published a volume of verses, and has become a London curate. He claims to have 'intimate knowledge' of the Cantab, and thinks that his Cuddesdon career allows him to speak with authority on the Oxonian also. Hence his

articles on 'Religion at the Universities' may possibly have more influence than those who know Mr. Deane are likely to expect. In his eyes the young don seems to live for the purpose of spreading agnosticism. Indeed in Cambridge 'agnosticism is the hall-mark of intellectuality.' Such nonsense could only be written by a young and bigoted man, and could only be believed by an ignorant one. That agnosticism exists in Cambridge, along with every other *ism*, is of course certain; but that the dons preach it is a simple misstatement of the fact. But the worst feature of the paper is the tacit identification of 'religion' with one form of creed. Of religion in St. James's House there is probably more now than there ever was; none the less real because quiet and unobtrusive. Mr. Deane's paper has been strongly censured by the Oxford Magazine and the Cambridge Review, which to a certain extent represent the views of dons; and by the Granta and the Isis, the two organs of undergraduate opinion at the sister Universities.

It would seem to be almost the hour of Death's predominance here. I wrote a short time ago of Lord Selborne; I now have to record the death of his brother, Archdeacon Palmer. One of the best-known men in Oxford, the Archdeacon was also one of the best. His active life goes back for more than half a century; but his influence will certainly extend into the future for far more than that space of time. He will leave behind him the memory of a scholar, a gentleman, and a Christian.

But not only has Death touched the old; it has not spared the young. Mr. H. B. Cotton, the bow-oar in the successful Oxford boat of the last four years, and son of Lord Justice Cotton, has just died of consumption at Davis Platz. No similar event has happened since in 1888 Mr. Hector Maclean died while in his year of office as President of the Oxford Boat Club. Mr. Edward Papillon, Scholar of New College, and I believe nephew of Mr. T. L. Papillon, the distinguished editor of 'Virgil,' has also lately

died. His novel of 'Alleyne' had won him considerable notoriety; and he is another of these flowers 'plucked in the bud and faded in the spring.'

At Cambridge we have lost the Rev. E. H. Morgan, Dean of Jesus, commonly called 'Red Morgan' to distinguish him from the Master. Mr. Morgan probably made Jesus College. Having charge of the behaviour of a set of young, athletic, and rather 'rowdy' men, he won the respect of all, and the affection of not a few. Many stories are told of the vigorous but just manner in which he performed his duties. He was Proctor twice, permanent Treasurer of the University Boat Club, closely connected with the Cricket Club, a working member of all the College societies, Dean, and Senior Tutor; and all these functions he discharged with energy while in the grip of a painful and incurable disease. No one but a man of enormous force of character could have done half the work that he did.

Changes have been taking place which are not due to death. In place of Mr. Austen Leigh of King's, Mr. Charles Smith of Sidney is now Vice-Chancellor. Dr. Phear, Master of Emmanuel, has resigned—a precedent which it is to be hoped will be followed pretty frequently—and Mr. Chawner, who has been to Emmanuel much as Mr. Morgan was to Jesus, has been elected in his place. New Proctors, new Fellows, have taken the place of the old. Of the new appointments of Fellows, the most noticeable has been that of Mr. M. B. Furse as Fellow of Trinity, Oxford. Mr. Furse could hardly have been elected on his scholastic attainments alone; he is a famous Dark Blue oarsman. This is an election which marks the changes of the times. It will doubtless be imitated at other colleges, but hardly yet at Balliol or at Trinity, Cambridge.

Of other appointments to Fellowships the most interesting is perhaps that of Mr. Rashdall at New College. This will perhaps enable Mr. Rashdall to complete, earlier than would have been possible at Durham, his monumental 'Uni-

the 19th Instant, Mr. Rustamji Merwanji Patel, M. A., LL. B., Second Judge of the Court of Small Causes, was elected a Syndic in Arts for the rest of the current academic year in the place of the Hon'ble Mr. Chief Justice Farran, who has resigned. Mr. Patel had a most formidable competitor in the Hon'ble Mr. Justice M. G. Ranade, M. A., LL. B., C. I. E., but owing to the crude and ill-considered proposals with which that gentleman has been besieging the Senate of late years, he has, though unquestionably a man of high character and great learning, gradually come to be regarded by a majority of the Senate as little better than a visionary in educational matters. The University of Bombay is a garden planted and laid out by very able and skilful hands—by men like Sir Alexander Grant, Dr. Wilson, Sir Raymond West, Dr. Wordsworth, and Mr. Telang—and, in the opinion of the more sensible portion of the Senate, all that the present gardeners have to do is to water and prune and trim and root out the weeds and let well alone and give the tree of knowledge time to grow, and bloom, and flourish. Therefore in filling up this vacancy the Faculty took care to see that the man they chose was not one burning with zeal to pull out and plant new, or lop off this branch or that, or ingraft incongruous native scions on exotic stocks, but one only anxious to co-operate with his more experienced colleagues in conserving, improving, and helping to bear good fruit.

The University School Final Examination commences on the 2nd of December. There are 1,637 candidates, including 1,581 Hindoos, 33 Mahomedans, 17 Parsees, 4 Christians and 2 Israelites. Only two of the candidates belong to the gentler sex, one of them being a Parsee and the other a Hindoo.

The Annual Meeting of the Senate is to be held on Saturday the 14th December, for the transaction of the following business:—
Biennial election of the Registrar.

II. Further consideration of the proposal of Mr. Justice Ranade to excuse plucked candidates obtaining 45 per cent. of marks in a subject from further examination in that subject at any subsequent appearance in the same examination.

III. Consideration of the proposal of the Rev. D. Mackichan, M. A., D.D., to revise and extend the course for the B.Sc. degree on lines similar to those on which the parallel course for the B. A. degree has been lately revised and extended.

IV. Consideration of an application from the Chairman, Poona Native Institution, for a three years' recognition of that Institution for the purposes of the Previous Examination.

V. Consideration of an application from a Law student for a special order excusing 4 days' attendance at the Government Law School during the second term of 1894 on the score of illness.

VI. Consideration of Mr. Principal Hathornthwaite's proposal to rectify the nomenclature of the Final Examination for the degree of B. A.

The annual distribution of prizes to the pupils of the upper division of St. Xavier's High School took place on the 28th Instant, under the presidency of the Hon'ble Mr. Justice Byrdudin Tyabjee. The Rector, Rev. Father Stein, presented a most satisfactory report, from which it appears that this excellent institution "has continued its time-honoured work in this city with the vigour and efficiency which have for many years distinguished it." At the different University Examinations held in November 1894, this institution has passed 101 candidates out of 161 sent up—a most creditable result. In complimenting the Fathers on their successful efforts to impart the benefits of education to the diverse creeds and races of this city, the Chairman regretted that out of 288 students in St. Xavier's College only 11 were Mahomedans and out of 900 students in St. Xavier's High School only 36 belonged to that community.

I am sorry to record the death of Mr. Uttamram Narbheram Mehtaju, Headmaster of the Ahmedabad High School. The deceased was one of the oldest members of the education department, having been connected with it for 35 years.

Surgeon-Captain J. G. Hojel, M.B., B.S., has been appointed Professor of Materia Medica and Pharmacy, Grant Medical College, *vice* Surgeon-Major M. A. T. Collie, M.B., (Aber.), C.M., who has vacated the appointment. Surgeon Hojel's father, Dr. A. N. Hojel, was, a few years ago, a distinguished Professor of the Grant Medical College and enjoyed a very extensive consulting practice in the Presidency.

Surgeon-Captain A. Street, M.B., F.R.C.S., acts as Professor of Anatomy and Curator of Museum, Grant Medical College, during the absence of Surgeon-Major W. H. Quicke, or until further orders.

At the First Examination in Civil Engineering, out of 27 candidates 12 have been successful, 5 being placed in the Second class and 7 in the Pass-class. Of the successful candidates 4 are Parsees, 4 are Christians, 3 are Hindoos and 1 is a Mahomedan.

At the Intermediate Examination for the degree of B.A., there were 260 candidates. Of these 240 have passed, 2 in the First class, 45 in the Second class and 192 in the Pass-class.

After an unconscionably long delay the Government of Bombay have now published the rules finally approved and adopted for admission to the Bombay Provincial Civil Service. The examination will be conducted by a special Board under the general direction of the Educational Department of Government, and the subjects of examination will be as follows:—

A. OBLIGATORY.

I. History and Geography of England and India.

II. Mathematics, including—

(i) Arithmetic up to and including vulgar and decimal fractions, proportion, and simple interest.

(ii) Algebra up to and including simple equations.

(iii) Euclid, Books I. and II.

III. English literature and composition. Also, a working acquaintance with an Indian vernacular.

B. OPTIONAL.

Not more than three of the following subjects:—

IV. Natural Science. Not more than two of the following branches:—

Chemistry, Electricity, Geology, Botany.

V. Moral Science—Mental and Moral Philosophy.

VI. One classical language—Sanskrit, Persian, Arabic or Latin.

VII. Political Economy.

VIII. Higher Mathematics.

It is difficult to say why such an absurdly easy test has been prescribed.

Reviews and Notices.

The History of Mankind, BY F. RATZEL, Part I. Illustrated: Macmillan & Co., 1895. Price 1s.

This is the first Part of a work which should find a ready welcome from those University students whose reading bears on the subject of Ethnology. The book has only to become known to find a place in the College libraries of India. And to the general public, the work should be welcome as embodying in concise language the latest results of investigations in Ethnology and its allied subjects. The object of the work is to acquaint the reader not only with what man is, but with the means by which he has become what he is. Therefore the external surroundings of the various races, that is a Geographical conception of their surroundings will be thoroughly considered, and side by side with this will be given the historical consideration of their development. We cannot do better than name the heads of the different chapters of the first part of this important work to give an idea of its scope. Under the head of the Task of Ethnography the author plans out the course which he will follow and the method by which he will endeavour to give a succinct and just view of the history of mankind. Then follows a consideration of the situation, aspect, and numbers of the Human Race. Under this head the author remarks, "The distribution of man, and equally that of plants and animals, is based, in the northern hemisphere, on interdependence; in the southern on separation. If we look at mankind as a whole we can see that its northern members lie in a wide spread

which we deny, to be necessary. For example, we choose the lesson on Iron, and quote a string of terms far too difficult and unintelligible for young children. "What do we say of iron because it will melt in the fire? It is fusible." The children should be asked what we say of those things that can be drawn into wire. We say they are ductile.....Children should repeat 'Iron is made into wire and therefore we say it is ductile'.....because we can hammer out these things they are said to be malleable. The children should then repeat, 'Iron is malleable.' Now we ask in all seriousness how much wiser are young children for repeating in parrot-fashion that iron is fusible, brittle, ductile, and malleable when they know that it will melt, that it will crack, that it can be drawn into wire and that it can be hammered out. We submit that this is not instruction. Fortunately examples such as we have quoted are rare in a book which has much to recommend it. In most cases the language employed is simplicity itself. The objects discussed are useful and common and cover a wide range of subjects. Teachers of infants and young children will find the book a good guide in the difficult subject of the teaching of Object Lessons. It is a book which is fully up to the average of those books which have 'Notes of Lessons' as their subject.

The Elements of Mental and Moral Science as applied to Teaching, BY W. C. COUPLAND, M.A., D.Sc. Second Edition. London: W. H. Allen & Co., Waterloo Place. Price 2s. 6d.

This is a slight sketch extending to some one hundred pages of a difficult subject. The book is interleaved with blank pages for the purpose of notes. According to the author "The design of this booklet is to familiarise teachers with the idea of the close relationship subsisting between science of mind in general and science of education in particular." It is strange that at the close of the nineteenth century that a writer should be justified in stating that he has written an essay on Mental and Moral Science as applied to Teaching "in the hope of leading some with elevated conceptions of the scholastic profession to engage in a thorough study of the Science and the Philosophy of education." But so it is. The little book under discussion may induce teachers to give more attention to a subject which, in spite of its important bearing on teaching, has been almost wholly neglected by teachers. The language employed by Dr. Coupland is some times a little too difficult and his application of the principles of Mental Science to Teaching

not always as direct as it might be. On the other hand, we must remember that the subject is an extremely difficult one and one which it is by no means easy to present in an attractive form. Dr. Coupland's essay has at least the merit of being as attractive and as brightly written as any other work on the same subject with which we are acquainted. Its price is such as to put the book within the reach of most students and teachers.

Burke's Reflections on the Revolution in France, edited with Introduction and Notes, BY F. G. SELBY, M.A., Late Scholar of Wadham College, Oxford, Principal and Professor of Logic and Moral Philosophy, Deccan College, Poona, Fellow of the University of Bombay: London: Macmillan and Co., 1892.

There is much excellent work in this book and the student of Burke's 'Reflections' will find it of very great assistance to him. The Introduction runs to eighty-one pages, and contains, in addition to a historical summary, a very sound and scholarly summary of the chief philosophic writers whose theories helped on the French Revolution, and of Burke's attitude towards them. Perhaps Mr. Selby in his anxiety to be impartial, and his desire to show that the gospel according to Jean Jacques had something in it after all, is scarcely just to Burke. We have now-a-days left 'Rights of Man' and 'States of Nature' a long way behind, and Mr. Selby, we think, does not describe the situation accurately when he maintains that Burke and his opponents somehow shared the truth between them. In fact Mr. Selby's summary of Burke's political philosophy is inadequate. It is also a defect in the Introduction that Burke should have been approached entirely from the side of political philosophy, and that not a word should have been said on 'The Reflections' as a piece of literature, or upon Burke as a master of style.

The notes are very full and very much to the point, and the student will be greatly helped by the concise epitome of the subject-matter which Mr. Selby has given him.

The Red True Story Book, edited BY ANDREW LANG, with numerous Illustrations by Henry J. Ford. London: Longmans & Co., 1895. Price 6s.

If any of our readers are in doubt as to the choice of a suitable present for English reading boys and girls, the appearance of Andrew Lang's

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Red True Story Book affords a safe solution to their difficulty. Mr. Lang has given us the *Blue Fairy Book*, the *Green Fairy Book*, the *Yellow Fairy Book*, the *Red Fairy Book*, the *Blue Poetry Book*, but popular as these very properly are, we think that the *Red True Story Book* will eclipse them all in popularity. Mr. Rider Haggard, has specially prepared for this book, a narrative of 'Wilson's Last Fight' by aid of conversations with Mr. Burnham 'the gallant American scout.' Mr. Lang himself tells the stirring and pathetic story of 'The Life and Death of Joan the Maid.' It is based on the latest researches into the life and times of the French maid and therefore is wholly successful in enlisting the entire sympathy of the reader. The story of the closing scenes in the maid's life will wring tears from not a few of its readers. 'How the Bass was held for King James,' 'Orthon,' 'Gustavus Vasa,' 'Monsieur de Bayard's Duel' and other historical pieces cannot fail to instruct and interest. The book is beautifully printed and charmingly illustrated, and as a gift book it should make the eyes of its happy recipient glisten with joy.

A History of English Literature for Junior classes.
BY FREDRICK A. LAING; Collins School Classics.
Collins & Sons, London. Price 2s.

This is a neatly printed and excellently written hand-book on English Literature, and we have no hesitation in strongly recommending it to the notice of all students preparing for the B. A. Degree Examination. It gives a very clear account of English Literature in the simplest language possible, from the days of Alfred to our own times. It scrupulously avoids the pedantic jargon of the advanced literary critic, and carefully confines itself to the statement of facts. There are some good extracts from our leading poets and prose writers illustrative of the style merits is that it includes short and suggestive accounts of their leading works. The account given of Spenser and his school is particularly good. One leading feature of the book is that modern writers receive a more exhaustive treatment than usual and this will help the student preparing for an Examination very much. A chapter on American Literature greatly adds to the utility of the book. The book has already won a considerable part of the popularity to which its merits entitle it, and we are glad to take this opportunity to bring it to the knowledge of Indian students.

Ince and Gilbert's Outlines of Roman History,
the 17th Thousand. London: Allen & Co.,
Waterloo Place. Price 1s.

In little more than one hundred pages this remarkable compendium gives all that it is necessary for the beginner to know of the facts of Roman History. The last few pages deal with the Empire and carry its history down to the resuscitation of the Empire under Charlemagne. This portion is given in less detail than that which deals with the history of Rome as a kingdom and a republic. Though so small, the book has a style of its own which is as far removed as possible from that of crowding many facts into a small space. The book may be read with pleasure even by the adult. We wish to draw attention to the book because, however well-known it may be to most Englishmen and Englishwomen, it is not as well-known as it deserves to be in a country where the Universities prescribe a knowledge of the outlines of Roman History as part of their examinations.

Clear School Atlas: Collins, Sons & Co., London & Glasgow. Price 1s.

This small and remarkably cheap Atlas consists of forty-four maps and three diagrams. It contains a copious Index which is invaluable to the beginner. The publishers are certainly justified in calling it the *Clear School Atlas*, for if it has one merit more than another it is that of clearness. This is a quality in an atlas which is indispensable to the beginner, but it is one which is conspicuous by its absence in many otherwise ideal atlases. This clearness is the result of boundaries being sharply outlined and of the absence of all unnecessary names. Yet every name is given which the young student is likely to find in an elementary book of either geography or history. The map of Switzerland which is given with that of France is the only exception to that clearness of outline which we have remarked. Its outline is neither coloured nor is it complete. We have tested the atlas in several places, but it has successfully withstood the scrutiny.

MESSRS. MACMILLAN & Co. have kindly sent to us the three parts of their simple exercises on *Word Building, Transcription and Composition*. From a perusal of these booklets we find they might be used with much advantage in the first and second forms of our Lower Secondary Schools in training up young students in the correct formation of sentences.

Educational Intelligence.

MADRAS.

A meeting of the Senate of the Madras University was held on the 29th ultimo at 5-30 p. m., at which only 32 Fellows were present, some of the Fellows who were present at the election of the Registrar having quitted the Hall when that business was over. Mr. N. Subramaniam moved the following resolution which stood in the name of Dr. Wilson, in his absence. "That once every three months, or at such other intervals as the Senate may direct, the Syndicate shall cause the minutes of its meetings to be printed, and a copy thereof to be forwarded to each Fellow. In all cases in which the resolutions passed by the Syndicate shall not have been unanimous, the minutes shall state the number of members voting for and against the resolution. Those matters which a majority of the whole Syndicate may resolve to be of a confidential nature shall not be printed in the minutes." In touching upon the advantages that would result from the adoption of the proposition, the mover pointed out that the practice obtained in the Calcutta University. The motion was seconded by Mr. Vaidyanatha Iyer. The Hon'ble Dr. Duncan opposed the motion on the grounds that all that was necessary was given in the Syndicate's report and other sources of information and that the second sentence of the resolution was very objectionable. The Hon'ble Dr. Miller, though he was entirely at one with the object of the motion, did not think that the proposed way of gaining it was the best possible one. The proposition was referred to a committee consisting of Dr. Duncan, Mr. John Adam, Mr. N. Subramaniam and Dewan Bahadur Srinivasa Ragava Iyengar for the purpose of considering how the end in view could best be met. Mr. John Adam moved that the following resolution be referred to the same committee for consideration and report. "That the following new bye-law to follow the foregoing proposed new bye-law, be enacted:—

"Not less than fourteen days before the date fixed for the Annual Meeting of the Senate, the Syndicate shall cause to be forwarded to each Fellow a report for the year during which the Syndicate has held office, showing the number of meetings held by the Syndicate, and the number of meetings attended by each member, and the manner in which those powers conferred upon the Senate by the Act of Incorporation which have been delegated to the Syndicate have been exercised, and the income and expenditure of the University, and all matters relating to the management and superintendence of the University." The Hon'ble Mr. Sankara Nair seconded the proposition. After a short discussion the proposition was put to vote with the result that 13 voted for, and 15 against it.

The Annual General Meeting of the Madras Athletic Association took place on the 15th ultimo in the Old College, Nungumbakum. The Hon'ble Mr. H. W. Bliss, C. I. E., the President of the

Association occupied the chair. The report for 1894-95 was read and adopted. Mr. A. Chatterton, the Honorary Secretary, remarked that the only matter of any considerable importance referred to in the Report was the question of the proposed Athletic ground for which at present a Sub-Committee was trying to raise the money that was necessary. The Association had already applied to the Municipality for the grant of a site in the People's Park. The Chairman said that it seemed to him that the most gratifying feature of the Report this year was the very large increase in the number of members. At the time of the last Annual Report there were only 56, but now there were 85 members. Another very gratifying thing was that the number of native members had risen this year from 21 to 42. He was sure that there was nothing more important for the Society than that native gentlemen should take an active interest in it. He remarked that it was only just that native gentlemen should take interest in it, as the Association was mainly intended for the improvement of the youth of their community. A Committee was then elected. The Hon'ble Mr. Bliss, the Hon'ble Col. J. Pennycuik, and Rajah Sir Savalai Ramaswami Mudaliar were re-elected, the former gentleman as the President and the two latter gentlemen as Vice-Presidents of the Association. Mr. Chatterton was re-elected as Honorary Secretary and Treasurer.

On the 29th of last month Her Excellency the Countess of Elgin visited the Maharani's Girls' School, Mysore, and distributed the prizes. There was an interesting programme consisting of songs of welcome, recitations in Kanaree and English, science experiments, and performance on the vina. Two young ladies showed some experiments with oxygen, and one of them explained the experiments in English to the audience. The best item on the programme was a performance on the vina by two young women. At the conclusion of the programme Her Excellency distributed the prizes, many of which were presented by H. H. the Maharani Regent and consisted of silver articles. Mr. P. N. Krishna Murthi, President of the School Committee, then addressed Her Excellency on the rise and progress of female education in India and especially in Mysore, passing in rapid review the history of the Maharani's Girls' School. Mr. Mackworth Young, the Resident, on behalf of Her Excellency expressed thanks for the warm welcome given her and her pleasure in what she had seen and heard the pupils go through. He assured the Managing Committee of her great interest in the schools and concluded by asking for a holiday for the girls.

On Friday the 15th of last month, the Hon'ble Mr. D. Duncan, M. A., D.Sc., Director of Public Instruction, Madras, presided at the opening ceremony of the Native High School building at Calicut. Mr. D. Ganpat Rao, B. A., Managing Proprietor and Headmaster, read an interesting account of the Institution since its establishment in 1886. The buildings cost over Rs. 11,000, of which Rs. 1,400 was subscrib-

ed by the public and Rs. 2,500 given by Government as a building grant. In the course of his speech, reviewing the Manager's Report, Dr. Duncan remarked on the great progress made in England since the passing of the Education Act and said that in India they were trying to follow in the footsteps of England, but rather slowly on account of want of funds. Dr. Duncan then spoke at some length on the educative influence of a building like the present one, which was sure to exert a great influence on those around as well as on those that were being educated within it.

We have received an appeal signed by Messrs. V. Krishnama Chariar, E. H. Elliott, C. A. Paterson, S. Rungiah Chetty and M. Seshagiri Sastri, promoters of the "Grigg Prize" Fund. It would appear that some of the students of the local Colleges are desirous of taking a small share in the foundations of the "Grigg Memorial" and it has therefore been proposed to raise 'school subscriptions' after the plan of the Shilling Testimonial to Dr. W. G. Grace. To afford all students an opportunity of joining in this movement the promoters of the "Grigg Prize" Fund have circulated among the members of various Colleges and Schools, subscription forms to be filled and returned. All subscriptions collected, whether of four annas or any multiple of four annas, are requested to be forwarded to Messrs. Arbuthnot and Co., to be placed to the credit of the "Grigg Memorial Fund." The receipt of the Bank and the subscription list are asked to be sent to Rao Bahadur V. Krishnama Chariar, Old College, Nungumbankam. The Grigg Memorial Committee will be finally requested to administer the "Grigg Prize Fund."

On the 15th of last month, H. E. the Governor visited the Free School for the poorer children of the Pariah community that Colonel Olcott had established eighteen months ago at Adyar, and has since kept up at his own cost. The Manager read a report on the history and progress of the school. His Excellency, in a short speech, defined his views on the burning subject of Pariah education. From a close study of the problem of how best the amelioration of the Pariah and lower classes could be brought about he was satisfied that there was no step which could be taken with more likelihood of success than that of education. He did not believe that any heroic measure could be undertaken by Government which would be successful, but he believed that by the gradual introduction of education, the lower classes could best be helped to help themselves.

A meeting of the Madras Teachers' Guild was held at the Senate House on Saturday the 30th ultimo, with Mr. J. H. Stone, in the chair. The rules which were drawn up by the Provisional Committee were then discussed and with a few alterations were adopted. The following Office-bearers were then elected:—President: Mr. J. H. Stone. Vice-Presidents: Miss Keely, Messrs. B. Hanumantha Rao, and A. A. Hall,

and Revs. J. M. Russell, and W. Skinner. Committee: Misses Ives and Arnold, Messrs. S. Rungiah Chetty, H. S. Duncan, K. Ramanuja Charry, G. Krishna Prabhu, P. Lakshmi Narasu Naidu, E. H. Elliott, Vasudeva Charry, R. S. Lepper, S. B. Rama Rao, S. Subramania Iyer, and Revs. G. Arumanayagam, W. E. Hoare, and J. S. Peter. Joint Secretaries: Rev. F. W. Keet, and Mr. S. Sathianadhan. Treasurer: Rev. E. T. Davies.

The first Annual Meeting of the Madras University Union was held on the 6th instant with the Honourable Colonel J. Pennycuik presiding. Mr. J. H. Stone, Acting Principal, Presidency College, then delivered an address. He began by apologising for not having written out his address. Mr. Stone pointed out that a University could be best improved if all its graduates and undergraduates should feel that they had a responsibility as members of the University. He next made a few remarks on the evils of cramming and on the value of aesthetic education, exhorting the University Union to acquire a knowledge of the Fine Arts, especially of painting and architecture. The Chairman made a few observations, after which the Meeting terminated.

THE Hon'ble and Rev. Dr. Miller, C. I. E., Principal of the Christian College, who proceeded to Scotland, about the beginning of the year, for the benefit of his health, returned to Madras on the morning of the 18th November last, by the S. S. *Dunera*. He was received by his pupils at the Pier, and cheered most lustily, while a native band that was engaged for the occasion struck up a lively air. After being garlanded, a move was made for the College House, the residence of Dr. Miller, whither the pupils marched in procession.

THE various societies of the Christian College held on Monday the 20th of last month a reception at the College Hall in honour of the Hon'ble the Rev. Dr. Miller, C. I. E. The Rev. Mr. Skinner, on behalf of those present, welcomed Dr. Miller in appropriate terms to which the Rev. Doctor suitably replied. A programme of vocal and instrumental music in English and Tamil and some recitations was gone through by Mrs. Henderson, Messrs. O. Cundaswami Chetty, Ibrahim Sahib and others. Refreshments were served at the conclusion of the programme.

MR. THURSTON, Superintendent, Government Central Museum, has been giving in the Museum a series of interesting and instructive lectures on the subject of Anthropology and Anthropometry. The lectures were specially intended for students qualifying for the B. A. degree in History, though the public were also allowed admission to the lectures. The lectures were illustrated by drawings, ornaments of hill tribes, &c. and demonstrated by measurements taken at the lecture.

'JOURNALISM in India' formed the subject of an interesting and instructive paper which Mr. Karunakara Menon, B. A., read on the occasion of the last

mutually operative connection; its southern in remote separation." This is a specimen of the weighty remarks which abound on every page. Chapters on the Position of Natural Races among Mankind, the Nature, Rise, and Spread of Civilisation follow. An important chapter is that on Language in which the latest results in Philology are embodied. It is made clear that 'conceptions like that of an Indo-Germanic race, a Semetic race, a Bantu race, are not only valueless, but to be wholly rejected as misleading,' that 'the newer philology appears indeed to promise less than formerly in the way of a universal pedigree of languages,' that monosyllabic speech, which once grew at the root of the tree of language, is now thought to owe its poverty and stiffness rather to retrogression than to undevelopment. In the same chapter the author disposes of a fact to which undue importance is attached even in the most recent works on Anthropology. We refer to the alleged inability of many savage races to think higher numbers than 3 or 5. "In reply to the constant repetition of the statement that as the languages of those races contain no numerals above 3, the people cannot count beyond 3, Bleek has very properly pointed out that this conclusion is as much justified as would be the conclusion that, as the French say *dix-sept* and *quatre-vingts*, they cannot count beyond 10 or 20. Greek had a word for 10,000; Hindustanee has words for 100,000 (*lac*), and 10,000,000 (*crore*); we have none. The Nubians, who can only count to 20 in their own language, employ Arabic words for higher numbers; at the same time calling 100 by their own word, *imil*. Just the same holds good in colour-names, the deficiency of which among many savage races and many peoples of antiquity was unhesitatingly ascribed to a corresponding deficiency of perception." In the last chapter on Religion, the author says "Ethnography knows no race devoid of religion, but only differences in the degree to which religious ideas are developed." We trust we have sufficiently indicated the scope of this work, to induce students and the general public to possess themselves of a copy of it. Being issued by Messrs. Macmillan, it is superfluous to say that the type, material, and illustrations leave nothing to be desired. We shall await the issue of the succeeding parts with some interest.

Charles Lamb, *Essays of Elia*, edited with Introduction and Notes, by N. L. HALLWARD, M. A., Cantab., Professor of English Literature and Principal of the Ravenshaw College, Cuttack,

and S. C. HILL, B. A., B.Sc. (London) Professor of English Literature, Hooghly College: London: Macmillan and Co., 1895.

The title of this book is somewhat misleading, for the edition contains, not the entire *Essays of Elia*, but only the first series. The 'Last Essays' which include some of Lamb's very best—for instance 'Blakesmoor in H-shire,' 'The Superannuated Man,' and 'Old China,' are, we suppose, reserved for a future volume. On the whole the editors have done their work very satisfactorily. The Introduction which deals with Lamb's life, tastes, character and the like; with 'the Essay' in general and Lamb's Essays in particular, is a clear and thoughtful piece of writing. We notice, however, a few deficiencies and inaccuracies. Why is not the title 'Elia' anywhere explained? Again, "In later life," we are told, Lamb's sweetness of disposition, drew from Wordsworth the title of "gentle-hearted." It was Coleridge, not Wordsworth, who so spoke of Lamb, and not in later life at all. In Coleridge's Poem 'The Lime-tree Bower my Prison,' written in 1797, when Lamb was just twenty-two, Lamb is thrice addressed as 'my gentle-hearted Charles.' We have a very amusing letter of Lamb's on the subject. We are inclined to quarrel with the editors with regard to their insistence upon the exclusive application of the term 'Essay' to the shorter Essay of Montaigne, Bacon, Addison and Lamb. By this time the longer dissertation, or discursus, as of Macaulay, De Quincey, Carlyle and others, has equally established its right to the title of Essay. However these are small matters. Messrs. Hallward and Hill's Introduction contains much thoughtful and just criticism and will materially assist the student towards a proper understanding and appreciation of the *Essays of Elia*.

The notes are distinctly good; accurate, scholarly and to the point,—perhaps a little too brief. We have noticed more than one point which has proved a stumbling block to other editors, satisfactorily explained in the edition before us. The edition, we think, would have been improved had each Essay been furnished with a short critical and introductory note. Also a more generous use should have been made of Lamb's letters. The germs of the Essays 'Roast Pig' and 'Distant Correspondents' are to be found in private letters, and yet the present editors do not so much as refer the student to them. Messrs. Hallward and Hill, very properly, discredit the extraordinary idea, for which, we believe, Canon Ainger is responsible, that Lamb was 'in love' with the fair Quakeress, Hester Savory.

[Dec. 1895.]

A performance of Shakespeare's *Hamlet* was given on the 16th of 1st month by the Senior students of the Poona Native Institution.

BENGAL.

THAT fine pile of buildings, the Calcutta Medical College and attached hospital for male and female patients, together with the medical school attached thereto, has recently had a long-wanted addition made to it in the shape of a new and most commodious dissecting room. Some idea of its proportions may be gathered from the fact that the room in which dissections alone are carried on is 80 feet long by 60 feet wide, proportionately lofty, with an arched roof, and a fine gallery, 12 feet wide, running along the sides. The entire building is rectangular in shape. To the east of the dissecting hall is a theatre for clinical purposes; crescent shaped, with nine tiers of seats, rising one over the other, for the use of students attending lectures on surgery, and a gallery surmounting the whole, probably for the use of spectators. The arena below for purposes of practical demonstration, though small, being ample for the purpose. Adjoining this, on each side, are the lavatories, provided with every modern appliance. The hall is well ventilated, and ample light is afforded by large plate glass windows running along the four sides, the opening to the place being also by large plate glass doors. There are more than a score of operating tables ranged in regular order, with ample spaces intervening, and there are, besides, small partitioned rooms for purposes of study or research. Along the walls of the gallery above there are some hundreds of large-sized lithographs, descriptive of morbid conditions of the human frame, though a good portion of the walls are as yet bare of these. To the profession, and students the place must be an enormous boon after the old and abominable godowns in which dissections were formerly carried on. The enormous amount of work done in the Medical College renders a place like this an absolute necessity and the Principal and Professors are to be congratulated on the possession of, perhaps, the finest dissecting room in all India. The entire block has been constructed under designs prepared by Mr. F. Gwyther, Executive Engineer and Under-Secretary in the Public Works Department. The building is 150 feet long and 80 wide, covering a superficial area of 9,000 square feet, and it has cost in all a lakh of rupees. It has taken only five months to complete, and has been in use only a week or two. The lavatories and staircases only await completion, and these are being rapidly pushed on.—*Indian Daily News*.

On Wednesday the 4th instant His Honor the Lieutenant-Governor of Bengal presided at a ceremonial which was held at the site of the new Calcutta Madrasa Hostel with a view to a public announcement of the object and character of the scheme for the residential building for Mahomedan students. The project is at present being taken up and it is desired that contributions should

be offered by the wealthy portion of the Mahomedan community, so as to complete without having to stop in the middle. The new building is already in course of erection.

NORTH-WEST PROVINCES.

THE fourth Anniversary of the Agra College Literary Society was held in the Theatre Hall, Agra, on Thursday the 14th November last. A. Thomson Esq., Principal, Agra College, presided. After the reading of the annual Report by the Secretary, Mr. Benoy Vehari Mukerji read a paper on "Indian students and their responsibilities."

THE Fellows of the Allahabad University have lately addressed to the authorities a petition praying for the privilege of electing a certain number of Fellows every year, as in the Calcutta University.

CENTRAL PROVINCES.

A Correspondent from Hoshangabad, Central Provinces, writes to us as follows:—

It is admitted on all hands that in schools of the present day the development of the body is neglected for the cultivation of the Intellect. It is therefore highly pleasing to see that an exhibition of English School Sports was held in the premises of the Government High School on the 15th and 16th of November. A Race course was prepared at the cost of Rs. 108. A large and influential meeting representing both the European and Native community assembled every day to witness the events. It was a novelty to see a number of students sent up from different schools being drilled together under the ed by the Government High School, Hoshangabad. Then followed the Gymnastics on the Single and Parallel bars. On the evening of the 1st dances were most interesting to the visitors. On the morning of the 2nd day when the Finals of Râ of prize was given to the Mission High School. The evening the public and the competitors listened with great interest to the speech delivered by Deputy Commissioner. After making a few remarks that the present exhibition of Athletic sports, then brought into existence having for its object improved Physical education of youths and deriving a taste for manly exercises. He expressed the hope that if such exhibitions were held in sons' district of the Provinces the physical well-being of youths would be much improved. Then prizes, certificates of efficiency were given to the successful competitors. The distribution of prizes and the certificates being over a photograph of the assembly.

On the 26th of last month, Mr. Woodburn and retiring Chief Commissioner, paid a farewell visit to St. Francis de Sales College, Nagpur. The little of the College was in attendance. After a short stay, they

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A course of lessons for teachers in physical training, organized by Lieutenant-Colonel Cruden, Aberdeen, was commenced in the Public School, Aberdeen, recently. The class is open to teachers in the district.

A life of Professor Huxley is being prepared by his son, Mr. Leonard Huxley.

Educational Notes.

A writer in an American review has undertaken, says the *Globe*, to deal with the interesting question of the chances a woman who has been through an American college course has of getting married. It appears that the rate per cent. of marriages among these learned ladies is far lower than that among ordinary girls. The reasons suggested for this state of things are various. From the women's point of view one reason is that so many of the "college girls" are employed as teachers in girls' schools and that this career gives them but few opportunities for anything but work. Another reason is that they set themselves up a higher standard of marriage, and having usually careers of their own, and being fairly well able to maintain themselves, will not marry unless they meet with the ideal man. Then, to look at the subject from the stand-point of the hapless man it is said that many of the baser sex dislike intellectual women. Girls who have been through college course have no illusions about their male fellow-students. They may all have taken up the same studies and have passed the same examinations; the girl may have beaten the man in classics, mathematics, or science, and so has no illusions as to his depth of knowledge or the overwhelming power of his intellect. The learned ladies have become fastidious, and declare that, though they are just as anxious as their every-day sisters to look for a man, they find it very hard to discover a man of sufficient mental attitude who is suitable in all respects. Herein is the justification of the old proverb, "a little learning is a dangerous thing." The really learned women have other pursuits and other consolations than marriage, but those who have only a superficial knowledge and culture have but learned sufficient to make them captious and hard to please.

THE report of the Committee of Council on Education in Scotland has just been issued. It shows that in the year ended September 30, 1894, the inspectors visited 3,054 day schools to which annual grants were made. These schools furnished accommodation for 770,244 scholars, or more than one-sixth of the estimated population. There were on the registers the names of 686,335 children, the average daily attendance throughout the year being 567,442. The "fair" teaching grant was earned by 476 per cent., the "good" by 58.43, and the "excellent" by 36.81. These statistics show that the improvement hitherto recorded from year to year is well maintained. In the evening continuation schools the average attendance each night during the year

was 32,934, as compared with 19,525 in the previous year.

ONE question with which the Chancellor of the Exchequer will have to deal next year is that of teachers' pensions. The late Government gave a pledge to deal with subject, which is binding on their successors, and which must be honoured. This is a matter in which the teachers are most deeply interested, and, according to a provincial correspondent, it explains their indifference to the question of giving increased assistance to voluntary schools. They fear naturally, that if there should be a large addition to the general charge for education it may affect the prospects of the pension scheme, and they are much more anxious that pensions should be established than that a few voluntary schools should be helped out of their difficulties.

THE whole of Sir A. Cunningham's famous collection of Indian coins has now found a home in the British Museum. This is by far the most complete collection of Indian coins ever got together, and its acquisition places the British Museum in this respect on a level with the requirements of students of the lesser known departments of Indian history and numismatics. There is no branch of Indian numismatics unrepresented in this collection, which abounds also in specimens at present unique. The Hindu section of the collection was presented to the Museum by the heirs and executors of Sir A. Cunningham. The remainder has been acquired by purchase.

ACCORDING to Ascherson's *Calendar* there are 28,709 students in German Universities, of whom 4,597 are studying theology, 8,132 law, 8,361 medicine, and 7,619 philosophy. As compared with last year's figures, a considerable decrease is registered in the number of students of evangelical theology. The most frequented University is that of Berlin, with 4,200 students. Then follow in order Munich, Leipzig, and Bonn. The least frequented is Rostock, with only 413. Halle and Tübingen still retain their old pre-eminence in evangelical theology, Heidelberg in law, and Würzburg in medicine.

AN interesting episode occurred at the end of the inaugural lecture of Professor Saintsbury at Edinburgh University. As the professors filed from the platform a student called for three cheers for retiring Professor Masson. Professor Saintsbury, who was just passing out, turned back, and, throwing his mortar-board in the air, led the applause. It would be interesting to see such an act in an English University. For instance, one may imagine Mr. Froude throwing his mortar-board in the air in an ecstasy of admiration for Professor Freeman.—*Westminster Gazette*.

WE learn that there are something like forty thousand public schools in Japan. The buildings are comfortable and education is compulsory.

Shakespeare, King Henry the Eighth, with Introduction and Notes, BY K. DEIGHTON: London: Macmillan and Co., 1895. Price 1s. 9d.

Indian students owe a good deal to Mr. Deighton. He has provided them with the most workable class editions of a number of the plays of Shakespeare. The present edition of Henry VIII is an exception. It has an interesting Introduction in which, if the editor has not shown much originality, he has at least manifested considerable skill in selection. The notes are full—perhaps too full—sensible and to the point. It is a pity, however, that Mr. Deighton is so addicted to paraphrasing.

More than half the Introduction is taken up with the question of the authorship of the play, in discussing which much disputed point Mr. Deighton quotes at great length from Spedding on the one side, and from Mr. Swinburne on the other. The editor's own conclusion appears to be that there is much to be said on either side; which is safe, no doubt, but terribly disappointing. After one has read through twenty pages of *pros and cons*, to receive only a verdict of 'not proven' is far from satisfactory. It would have been much more 'sporting' if Mr. Deighton had hazarded a little theory of his own reconciling the rival views both of which seem to have so much weight with him. For instance, if Spedding's theory as to Fletcher's share in the play seems so irresistible, both from metrical considerations, and dramatic treatment, until Mr. Swinburne 'ups and says' in his own fascinating but somewhat superlative manner, that the death scene of Katherine, a scene on which the only criticism ever passed, the only commendation ever bestowed, by the verdict of successive centuries, has been that of tears and silence..... a scene so far beyond our applause, so far above our acclamation, could not have been written by Fletcher; if this be so, why not suppose that Shakespeare wrote the scene for Fletcher, and, as a *tour de force*, deliberately wrote it in Fletcher's manner? That Shakespeare could have done this is undeniable, and if it be objected that it is impossible to prove that Shakespeare actually did so, one might answer that it is equally impossible to prove that he did not. Not a few theories in Shakespeare criticism have been advanced, and that with considerable confidence, which are based on a line of argument much less convincing.

Educational Ideal, an Outline of its Growth Modern Times, BY J. P. MUNRO, London: Macmillan & Co., 1895. Price 3s. 6d.

We cannot agree with the author of *The Educational Ideal* that his book "enters a territory in Educational literature not yet fully explored" if by this statement he wishes to convey the idea that he breaks new ground. A work like Quick's *Educational Reformers* treats far more fully than Mr. Munro pretends to do, of modern educational reformers. The book under review treats in successive Chapters of Rabelais, Bacon, Comenius, Montaigne and Locke, the Jesuits and Fénelon, Rousseau, Pestalozzi and Froebel. It is difficult in a book of some two hundred and fifty pages to include all educational reformers and to give an adequate account of each of them, but we fail to see why such a reformer as Herbart should not have found a place in a list which includes such names as Rabelais, Bacon, Montaigne, &c.

When we say that the book is one of the volumes of the now famous Heath's Pedagogical Library, a guarantee is afforded that the work has sterling merits. The ample Bibliography given towards the end of the book is proof of the wide reading of the author and of the varied sources from which Mr. Munro has drawn his information and inspiration. It is likely to prove of great use to the student. We have tested the more-than-ordinary complete Index and have never found it wanting. There are numerous Notes throughout the work, some few of which might have been dispensed with. Mr. Munro's style is graphic and invigorating, and the whole treatment of his subject is such as to justify the author's hope that his sketch may lead to a fuller study of the subject. As a matter of course, every Training college and Normal school throughout India will add this bright and instructive sketch of educational reformers to their necessarily scanty list of works on that subject.

Object Lesson Notes for Infants and the Lower Standards, BY MRS. MORTIMER, London: Allen & Co., Waterloo Place. Price 3s. 6d.

The authoress of these *Object Lesson Notes* explains in the Preface that the 'Notes of Lessons' are not models of such, but rather examples of the manner in which the lessons should be given. Accordingly the 'Notes' are full at times of Questions and Answers intended to show how the children are led from one point to another. Some of the lessons we think too difficult, and in some cases far too much importance is attached to names and terms which can have but little meaning to young children, even supposing them.

public meeting of the Madras Shorthand Writers' Association. Mr. H. K. Beauchamp, the Editor of the *Madras Mail*, presided on the occasion.

The Grigg Memorial Committee in Travancore have resolved to have a portrait of Mr. Grigg put in the Jubilee Town Hall and to found two prizes in his name in the Maharaja's College, Trivandrum.

The tenth Anniversary of the Christian College Dramatic Society was celebrated on the night of Friday, the 15th of last month, by a representation of *Macbeth* before a crowded house.

It has been decided to commemorate the Christian College Day for this year on the 26th instant. Mr. P. Chentala Rao, C. I. E., will preside.

It is proposed to issue a Sanskrit Journal at Kumbakonam every month from January next.

EDUCATION in Coimbatore has sustained a severe loss in the death of Mr. N. Annasawmy Rao, Public Prosecutor, who passed away very suddenly and unexpectedly on Monday, December 2nd. Mr. Annasawmy Rao began his career as a schoolmaster, for seven years Headmaster of the Coimbatore Ge Branch School. When he adopted the profession of pleader his interest in the course of education did not flag. Every educational movement in the town received from him not only pecuniary support but active co-operation. He was for six years Honorary Secretary of the Coimbatore College Committee, and showed in that capacity generous enthusiasm and never-failing tact. His death is very deeply regretted both by the College Committee and the staff. Mr. Annasawmy Rao was also President of the Coimbatore Students' Literary Association which now flourishing body derived from him much encouragement and support. The deceased was a true friend to the cause of female education and was for some time manager of the Home Education Classes of the National Education Association, Coimbatore Branch.

A meeting of the Coimbatore Students' Literary Association was held in the Victoria Town Hall on the evening of Wednesday, December 4th. Mr. Markar, B. A., Vice-President of the Association, and principal of the Coimbatore College, occupying the chair. After some remarks from the Chairman, Mr. Ramakrishnaiah, B. A., Secretary of the Association, proposed that a message of sympathy, and condolence should be sent in the name of the Association to the late Mr. Annasawmy Rao's family. A. Subba Rao, B. A., Head quarters Inspector of Schools, T. S. Balakrishnaiah, B. A., B. L., and H. Rao, First Grade Pleader spoke briefly on the subject, which was carried unanimously. It is hoped that steps will shortly be taken to perpetuate the memory of Mr. Annasawmy Rao in the

BOMBAY.

MESSRS. LONGMANS AND CO., have, we are pleased to notice, just established a wholesale depot for the sale of their books at 32, Hornby Row, Bombay.

On the 8th of last month, Lord Sandhurst laid the foundation-stone of the new building to be erected for the Victoria Jubilee Technical School, Poona. The School was opened by Lord Reay in 1889, and has already done much good work. The classes at present opened in the school comprise carpentry, smithy, turning, machine-drawing, &c. The buildings for the workshops at the back of the school are already approaching completion and will cost about Rs. 6,000. The building for the Technical School will cost about Rs. 16,000 and will be completed within the next six months. The President of the Poona Municipality, Sirdar Khan Bahadur Dorabjee Pudumjee, made a short speech in which he described at some length the work done by the Municipality in connection with education and gave some account of the educational institutions under Municipal management. Dr. Thomson, Chairman of the School Board, then read a lengthy report on the working of the Municipal Schools, Poona, for the year ending September, 1895, which gave a most encouraging account of the progress of education in the city of Poona. In the course of his speech, Lord Sandhurst emphasised the necessity of roomy and well-ventilated premises. Unless sufficient ventilation was secured, particularly in a country like India, pupils were apt to become dull and apathetic. He next dwelt on the importance of obtaining the services of trained teachers, and pointed out that there are many really clever persons in this world who would be of no earthly use as teachers in a school. It was stated in the Report that the girls of the school had beaten the boys, and Lord Sandhurst counselled the boys not to take a back seat to the girls in the matter of education. At the conclusion of his speech, His Excellency Lord Sandhurst said a few words on Technical education, and congratulated the Victoria Jubilee Technical School on the valuable work it has been doing.

At a meeting of the Faculty of Arts held on the other evening in the Sir Cowasjee Jehangir Hall, all of the University, Dr. D. Mackichan presiding, the election of a Syndic in Arts in the room of the Hon. Mr. Justice Farran, Chief Justice of Bombay, was proceeded with. Two candidates presented themselves for the honour:—(1) Mr. Rustumjee M. Patel, Second Judge of the Bombay Court of Small Causes who was proposed by Mr. Mansookhlal M. Junshi, Solicitor of the High Court, and seconded by Mr. Abdoula M. Dharamsi Solicitor of the High Court; and (2) the Hon. Mr. Justice Mahadeo G. Ranade, C. I. E., proposed by the Hon. Mr. Rahimtoola M. Sayani, Solicitor of the High Court, and seconded by the Hon. Mr. Chimanlal H. Sitalwad, Barrister of the High Court. Mr. Rustumjee's election is considered a majority of

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ARITHMETIC FOR SCHOOLS. By Rev. J. B. Lock, M.A. Edited and arranged for use in India by T. C. Lewis, M.A. 3s.

Calcutta Daily News.—An Arithmetic, of all books, should be compiled on a scientific basis and in a definite order. Its explanations should be as concise and simple as possible, and be freely illustrated by means of examples. All these conditions are fulfilled by the work before us. In addition to English coinage, weights, measures, and the like, the corresponding Indian system is here exemplified; and the book will no doubt meet the requirements of the Indian teacher and pupil. The idea of using diagrams to show the method of arriving at cubical capacities, &c., is a good one.

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reception, Mr. Woodburn visited all the classes and examined a few students. The Chief Commissioner was particularly struck with the neatness of their handwriting. The Chief Commissioner next witnessed the physical drill gone through by the students to the accompaniment of the band. A touching address was then read to him by the pupils of the European department of the Institutions. He made a suitable reply, expressing his regret at leaving the Provinces and saying a few words of advice and encouragement to the students. The Chief Commissioner also paid a visit to the Orphanage and Native school, where addresses were read to him both in English and in Hindi, which elicited a reply in both languages.

FOREIGN.

"The Education of the Citizen" formed the subject of a paper read by Prof. H. J. C. Grierson, of Aberdeen University, at a meeting of the Aberdeen Branch of the Educational Institute of Scotland, on the 2nd of last month. After sketching the drift and aims of the educational system of the Ancient Greeks, as indicated in the writings of Plato and Aristotle—both of whom regarded education as being exclusively the making of a good citizen—he said that Great Britain had hardly grasped the fact that the mechanics should become citizens. It was clearly seen that the welfare of the State was intimately bound up with the efficiency of the citizens in every calling they pursued, and, therefore, from the State point of view, the absolute necessity of technical and scientific training was apparent. As conclusive proof of this desideratum he instanced the great influx of articles and workmen from foreign countries into Britain. The State recognition of manual, industrial and technical education, he said, was the recognition of the dignity of labour. It was the beginning of what was eminently wanted—the breaking up of the idea that the object of education was to raise a man within the ranks of labour, to make him a clerk, a doctor, or a minister. Such a liberal education as Aristotle prepared for the orator must be good for all citizens; a democracy has to be slowly governed. Prof. Grierson went on to show the adaptability of manual and technical subjects to the curriculum of day and evening schools, with the least possible amount of change and the least possible overhauling of the curriculum.

ple's Palace on Saturday, November 30. A sub-committee was appointed to draw up a list of eminent men qualified to lecture on the theory of physical education, and to invite them to prepare such lectures for publication. It was announced that examinations of school teachers in the theory and practice of physical education would shortly be held at Warrington, Chelsea, Battersea, and Hamersmith Training Colleges, and also at Hastings, Penge, and West Ham. These examinations are held for the purpose of enabling school teachers to obtain the certificates of the college, which are recognised by the Government as qualifying elementary school teachers to give instruction in physical exercises. Under the new Education Code no school can obtain the higher grant unless instruction in physical exercises is given to the satisfaction of Her Majesty's inspectors. The objects of the college are to evolve a national system of physical education for use in schools and colleges, to impart a knowledge of the theory and practice of physical education to elementary school teachers, to hold examinations, to grant diplomas, licenses, and certificates, and to promote physical education generally.

At Cambridge, there was a distinguished gathering for the opening of the new buildings for the Cambridge Training College for Women Teachers, an institution which is carrying on a most important work in higher and secondary education. As many as 314 students have passed through the course in ten years. The new college is in Wollaston-road, overlooking the University cricket ground. The cost so far has been over £10,000; but, in addition to a deficit of over £1,000 in the building fund, a further sum of £2,000 is required to build the east wing, in order to make complete provision for the staff and 50 students, to which number the college is limited. The object of the college is to give a professional training to educated women who intend to teach; and, in addition to the course of training, it offers the advantages of a college life and one year's residence in Cambridge. The buildings were opened by the Marquis of Ripon, who expressed a hope that the great question of secondary education might before long be dealt with. The Vice-Chancellor of Cambridge University, Mrs. Sidgwick, Principal of Newnham, and Sir John Gorst, M.P., Vice-President of the Council, also spoke.

MEMS of the governing body of the British Physical Education was held at 83 Lancaster on the 26th of October last, when, 10 others present, were the Earl of Meath, Sir Benjamin Ward Richardson, Chair-Sievers, and Sir William Mac-Sher. A discussion it was decided that the up to the be incorporated under the regulation of Trade, that no members or should be admitted to the college without per January 1, 1896, and that the next mination should be held at the Fed-
SA.

THE North Metropolitan District Union of Teachers held at Cannon Street Hotel on the 26th of October last a meeting, in which music and dancing had a large part, though speech-making was not neglected. Mr. T. B. Ellery, President of the National Union of Teachers, spoke of superannuation for teachers. A bill on the subject was in Mr. Acland's pocket when the late Government resigned, an act which Mr. Ellery wished they had postponed for a fortnight. (Laughter.) He regretted that Sir J. Gorst had not been able to attend that meeting. If he had been, Mr. Ellery would have thanked him for promising to take up the subject, and

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ce have asked him to provide for cases of broken health,
AN and to insist on security of tenure for teachers.
They did not ask for gratuitous pensions. They
THE proposed to pay to a pension fund from 2½ to 4 per
cent. of their salaries. Every European country
but Turkey, Spain, and England provided teachers'
pensions; but he did not believe that because a
Tory Government had taken the place of a Liberal
Government this country would remain among the
exceptions.

Mr. LECKY has written the following letter in reply
to one from Miss Alice Oldham, Hon. Secretary of
the Central Association of Irish Schoolmistresses,
and other ladies interested in education:—"Nov. 1,
1895. Dear Madam,—I am afraid I can only say in
general terms that I sympathize warmly in the
movement for extending the advantages of Univer-
sity teaching and University degrees to women. As
far as I can learn it does great good and no harm,
and I sincerely hope that Trinity College, Dublin,
may soon adopt it. I have now for many years been
living quite outside University life, and do not as
yet feel sufficiently in touch with it to pledge my-
self to any immediate step in the matter. Of course,
the question is one which I shall consider carefully
should I be elected member, but I cannot at present
say more than this. Yours faithfully, W. E. H.
Lecky."

THE Lord Chief Justice of England recently deli-
vered, in Lincoln's Inn-hall, an address on the occa-
sion of the opening of the lectures under the Council
of Legal Education, which have now for the first
time been made accessible to the general public.
Lord Macnaghten presided. Lord Russell, in his
address, reviewed the past history and present
state of legal education in England and its condition
in other countries, and then proceeded to discuss
the shortcomings of the English system of legal
training and the means by which those shortcomings
may be remedied. He desired to see legal education
placed under a body permanent in its character, not
purely legal in its composition, and possessing
public responsibility. He suggested the establish-
ment of a school of law with a Royal charter, of
which he held that London was pre-eminently adapt-
ed to be the seat.

A meeting of the Senate of the Royal University
of Ireland for the conferring of degrees was held on
October 25th at Dublin, in the large hall of the
University buildings. The Vice-Chancellor, the
Right Hon. C. T. Redington, presided. Among
those who received honorary degrees were Sir
Thornley Stoker, President of the Royal College
of Surgeons, Ireland, who received the degree of
Master of Surgery, and Dr. M. F. Cox, who received
the degree of M. D. The Vice-Chancellor said that
the degree of M. D. The Vice-Chancellor said that
the scholarships this year had all been won after
keen competition, and the standard of answers had
reached an abnormally high level. Two of the junior
Fellowships had been gained by ladies, a fact which
indicated, to a large extent, the wisdom of opening

the University to ladies. If their first courses
these two ladies had given evidence of the high
standard of their acquirements.

At a meeting of Lancashire Nonconformists held
in Manchester to consider the Voluntary Schools
question a resolution was carried in favour of ex-
tending the School Board system so as to secure
the placing of an unsectarian school under pub-
lic control within reasonable distance of every
family, and demanding that every State-aided
school should be placed under the management of a
popularly-elected body. A letter was read from Mr.
Asquith, M.P., in which he expressed reluctance
to believe that there was any intention to disturb
in its essential features the educational settlement
of 1870, but if such an attempt were made he was
confident that the Liberal party would unite in re-
sisting it to the utmost.

A Russell Research Studentship, of the value of
£100 a year for two years, will be awarded in July
next year in connection with the London School of
Economics and Political Science. The candidate
selected will be expected to devote himself to some
subject of original research in economics or political
science, to deliver thereon a short course of lectures
in October 1897, and to prepare them for publication
if desired.

NOVEMBER 28TH was the day fixed for the election
of a Professor of Poetry at Oxford, in succession to
Mr. F. T. Palgrave, who has occupied the chair for
two terms of five years. So far, Mr. W. J. Cour-
hope, the editor of "Pope" and author of a "History
of English Poetry," the first volume of which was
recently published, is the only candidate whose name
has been mentioned in connection with the place.

A petition is being prepared by the National
Union of Teachers, praying the Home Secretary to
adopt such measures as will remove the hearing
school attendance cases from the ordinary Police
courts, and so to relieve parents and the child
summoned for non-attendance at school from
ignominy and contaminating influences connected
with the Police courts.

In consequence of the decision of the T.
that King's College may be reinstated in the
the enjoyment of its share of the grant to the
versity colleges, the Council have adopted a
science clause as a standing regulation of finance
which is thus placed in this respect in a
position to Church schools in receipt of money.

The announcement that Lord Londonderry
consented to become Chairman of the London School
Board has been received with general approval.
and will probably be welcomed. The advantages of hav-
ing a man were clearly demonstrated by Lord George Hamilton's appoint-
ment.

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